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ABSTRACT

A large proportion of American men and women are in occupations which involve business management. The syllabus gives the classroom teacher and school administrator a complete course outline with correlated teaching suggestions in addition to suggested projects and sources for a management library. Chapters 1, 2, and 3 offer general information concerning course objectives and organization, administrative considerations, and instructional priorities and strategies. The body of the text is devoted to course content offering a detailed outline of content and teaching suggestions in the following sub-categories: (1) introduction, (2) organization of business, (3) human resources, (4) financial management, (5) manufacturing function, (6) market management, (7) decision and policy making, and (8) educational and vocational guidance. Specific suggestions and resource materials are offered for related projects. The final section provides a cross section of reference materials for both student and teacher and a guide to sources of educational materials. (MW)

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...S ORGANIZATION AND ...ANAGEMENT SYLLABUS

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BUSINESS ORGANIZATION
AND
MANAGEMENT
SYLLABUS

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Secondary Curriculum Development
1974

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FOREWORD

In 1962, a *Handbook for Teachers of Business Management* was developed to provide teachers with project ideas, reference materials, and information about management procedures in finance, marketing, and manufacturing.

Ten years later, in 1972, an advisory committee decided to produce a *Syllabus for Business Organization and Management*. This Syllabus would give the classroom teacher a complete course outline with correlated teaching suggestions in addition to suggested projects and sources for a management library. The advisory committee, which met in Albany, consisted of:

- Adrian C. Gonyea, Chairman, Business Education Division, Hudson Valley Community College, Troy
- Richard Hills, Business Education Teacher, Cato-Meridian Central School, Cato
- Charles Petitjean, Professor of Business Education, State University of New York at Albany
- Guido Zambernardi, Business Education Teacher, Harrison High School, Harrison

We are particularly indebted to Guido Zambernardi, Michael Judge of Waterford-Halfmoon High School, and Bernard Shilt, former Director of Business Education, City of Buffalo, for writing the teaching suggestions, project ideas, and the library resource lists.

Ronald W. Wing of the Bureau of Business Education and Alvin E. Rubin of the Bureau of Secondary Curriculum Development supervised this project and prepared the manuscript for publication.

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MESSAGE TO THE TEACHER

A large proportion of American men and women are in occupations which involve business management. The department of business administration has the largest enrollment in many of our universities. The proprietor of a business, large or small, is the cornerstone of our economy.

This *Business Organization and Management Syllabus* is presented for the use of business teachers and school administrators interested in providing a course of study which will appeal to students who may enter schools of business administration and/or earn their livelihoods in business management or ownership.

This syllabus supercedes the *Handbook for Business Management*. The personal business management aspects of that course are now taught in consumer education courses.

The content of the new *Business Organization and Management Syllabus* has maximum flexibility in presentation. The subject matter has been identified for a 10-week, one-term, or full-year course.

Reactions to this syllabus and suggestions for the improvement and revision of its contents will be welcome.

Hobart H. Conover, *Chief*
Bureau of Business Education

Robert H. Bielefeld, *Director*
Division of Occupational
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CHAPTER 1

COURSE OBJECTIVES AND ORGANIZATION

Purpose of the Course

Business Organization and Management is designed to introduce students to the functions, economic services, organization, and operation of American business. The course provides a knowledge and understanding of basic business principles and functions that will be of value to all pupils, particularly those who are interested in the business professions or office careers.

Pupils who major in one of the business education occupational curriculums (bookkeeping/accounting, general office/clerical, data processing, or stenographic) in preparation for office careers, need to understand the role of business in society, the nature and interrelations of various business functions within and among various types of businesses, as well as the dynamics of internal business organization and processes. It is these understandings that will enable pupils to perceive their future occupation with enlightened perspective, to appreciate the importance of their career role to the business as a whole, and to the total world of business and free enterprise system.

College-bound pupils interested in preparing for a business career will find a course in Business Organization and Management a very helpful orientation to the many highly specialized areas of business for which one can prepare at the college level. Through the introductory study of business finance, organization, management, personnel and environmental relations, manufacturing, marketing, and business policy, students are given an excellent orientation to the broad career potential of business. Certainly, Business Organization and Management should be encouraged as a desirable elective for any pupil who envisions his self-employment as a craftsman and owner of his own business.

Course Emphasis

Prior to the development of this State syllabus, two avenues of approach have been followed by local schools in the content of their course of study. One approach has stressed business organization and management in the classical sense, emphasizing business principles, concepts, and organization as encountered in the business world. A second approach has stressed business organization from the viewpoint of wise handling of one's personal business affairs.

This first Statewide syllabus stresses the classical approach identified above. The new course in Consumer Education as described in a curriculum guide of that title by the Bureau of Secondary Curriculum Development, is now recommended to schools that wish to pursue the

personal aspects of business management. Both Business Organization and Management and Consumer Education as outlined in the two State guides continue, however, to be recognized as elective courses in the three-unit business major sequences and four-year curriculums.

Alternative Course Designs

This syllabus has been organized so as to be adaptable to a variety of education interests and school organization designs. The outline of content has been arranged for interdisciplinary, nongraded, block time, or modular curriculum organization as well as for the more conventional curriculum patterns.

ONE-TERM OFFERING

Typically in New York State, Business Organization and Management is offered as a one term, eleventh- or twelfth-year elective. This time allotment makes it possible for students of varied interests and abilities to profit from this course. The parts of the syllabus considered essential to a one-semester course have been specified on page 4 to guide teachers and administrators in determining appropriate content.

OBJECTIVES
One-Term Course
Business Organization & Management

Upon completion of this course the pupil should be able to:

Report the major developments in American business enterprise during the 20th century.

Set forth the basic economic principles in a free enterprise economy.

Define common business classifications.

List the major functions performed by management in business enterprises.

Compare advantages and disadvantages of sole proprietorships, partnerships, and corporations.

Detail the types of internal organizational structures and major characteristics of each.

Explain the nature, importance, and characteristics of organizational objectives.

Relate the functions of personnel management.

Describe the methods of hiring and training people to meet manpower needs.

Recount the factors involved in determining capital requirements.

Identify and interpret common financial statements.

Characterize personal funds and financial institutions as sources for business financing.

Portray the role of budgets in a business organization.

List the principles of effective budgeting.

Explain the general patterns of production planning and the general responsibilities of management for profitable production.

Detail the production elements in the manufacturing process.

Show the relationship and importance of production control to the other organizational departments.

Relate typical marketing activities.

Delineate the main channels of distribution in marketing goods and services.

Describe some methods and measures in evaluating marketing activities.

Demonstrate a specific problem-solving technique.

Explain the need for feedback and assessment techniques in the decision-making process.

Appraise the choices available relative to occupational goals in the business management field.

Develop plans of action for attaining prospective educational and occupational goals in business management.

Exhibit a working knowledge of policies and practices in administering the work force.

SUGGESTED TOPICS
ONE-TERM COURSE

Business Organization and Management

Unit	Section	Topics Selected from the Complete Outline*
I	Introduction	A. (Evolution of Business) 3. The 20th Century B. Characteristics of our Business World C. Definitions and Classification of Business D. Definitions and Functions of Business Management
II	Organization of Business	A. (Legal Types of Business Ownership) 1. Sole Proprietorship 2. General Partnership 3. Corporation C. Internal Structure E. Development of Organizational Objectives
III	Human Resources	A. Building the Work Force C. Administering the Work Force
IV	Financial Management	A. Capital Requirements B. (Sources of Funds) 1. Personal Capital 2. (Outside Funds) a. Financial Institutions C. Budgets
V	Manufacturing Function	A. Factors of Production C. Control
VI	Market Management	B. Typical Marketing Functions C. Channels for Distribution E. Marketing Control Vehicles
VII	Decision and Policy Making by Management	B. Analysis and Decision Making C. Communication of Decision D. Feedback E. Evaluation of Results
VIII	Educational and Vocational Guidance	A. Business Management Careers B. Preparation for a Career in Business Management

*It is anticipated that the teacher will cover only those topics specified; the teacher should not attempt to include all of those items subsumed under those topics listed in parentheses.

MINI-COURSE

Mini-courses are part of a new curriculum design that is becoming increasingly popular in New York State. A mini-course in Business Organization and Management might be offered in conjunction with other mini-courses in business education or in other subject areas. Selected topics from the syllabus have been specified on page 7 to suggest content appropriate for an intensive course entailing approximately 30 clock hours or 8 weeks (45-minute periods) of instruction.

A mini-course in Business Organization and Management is ideally suited in block-time programs, such as are found in our area occupational centers, where pupils must concentrate their occupational preparation in a 1- or 2-year time span. Bulletin 179 of the Bureau of Business Education, *Block Programs in Area Occupational Centers*, should be reviewed for ideas of how a mini-course of this type can be incorporated into a two- or three-period block program.

OBJECTIVES
30-Hour Mini-Course
Business Organization and Management

Upon completion of this course the pupil should be able to:

Describe the meaning and functions of business management.

Define business enterprise and categorize types of businesses.

List the types of organizations in the American business system.

Detail the main features of the common types of internal organizational structures.

Explain the necessity for the development of objectives to establish directions and purpose for the organization and the individuals associated with the organization.

Show how personnel administration integrates with overall organization objectives.

Relate common practices in recruiting and selecting the work force.

Set forth management's obligation to the employees.

Describe original investment and working capital needs.

Delineate the financial institutions that are the most common source of outside capital.

Explain some objectives of business budgets and the preparation process involved.

Describe the channels of distribution most commonly used in marketing.

Identify the basic tools and skills necessary in making business decisions.

Exhibit a working knowledge of the decision-making process.

Explain the necessity for monitoring and evaluating the execution of courses of action.

Delineate the career choices available in business management.

Plan the most effective route to attain career objectives.

List the main functions of marketing in relation to a company organization.

SUGGESTED TOPICS
30-Hour Mini-Course

Business Organization and Management

Unit	Section	Topics Selected from the Complete Outline*
I	Introduction	C. Definition and Classification of Business D. Definition and Functions of Business Management
II	Organization	A. Formation, Advantages, and Disadvantages 1. Sole Proprietorship 2. General Partnership 3. Corporation C. (Internal Structure) 1. Development 2. Types 3. Organization Charts E. 2. Managing by Objectives
III	Human Resources	A. 1. Recruitment 2. Selection C. 1. Management Responsibilities
IV	Financial Management	A. 1. (Fixed Capital Needs) b. Original Investment 2. Working Capital Needs B. 2. a. Financial Institutions C. 1. Purposes of a Budget 2. Building a Budget
VI	Market Management	B. 1. Transfer of Title 2. Physical Handling C. Channels for Distribution
VII	Decision and Policy Making by Management	B. Analysis and Decision Making C. Communication of Decision D. Feedback E. Evaluation of Results
VIII	Educational and Vocational Guidance	A. 2. Opportunities in Different Classes of Business 3. Opportunities at Various Levels of Business Management B. 1. Self-Appraisal 2. Preparing a Plan to Attain the Career Goal

*It is anticipated that the teacher will cover only those topics specified; the teacher should not attempt to include all those items subsumed under those topics listed in parentheses.

FULL-YEAR OFFERING

Some schools have found it desirable to provide pupils a more extended treatment of Business Organization and Management, particularly if students have had little or no previous opportunity for general business studies. To assist teachers in this broader treatment of Business Organization and Management, the committee responsible for this syllabus has included appropriate major topics and subtopics for a full-year course of study.

OBJECTIVES
Full-Year Course
Business Organization and Management

Upon completion of this course the pupil should be able to:

Delineate the major events and developments that led to the present American business system.

Describe the economic characteristics of the business world.

Relate the American private enterprise system and the contribution of business management to the success of American business.

Detail the functions of management in organizing and operating a successful business enterprise.

Portray the contributions of well-known business managers to the improvement of management and organization in business enterprises.

Explain the relative advantages of various types of business organizations.

Develop a simple organization chart.

Delineate the types of internal organizational structures and the comparative advantages of each.

Describe government regulations and legislation that influence business organizations and practices.

Show how to improve government and business relationships.

Detail the characteristics of a well-organized business.

Portray the relationship between organizational objectives and the planning functions.

Show how the establishment of objectives affects policies, procedures, and strategies.

Set forth the importance of effective communication with those individuals in the organization responsible for implementing objectives.

Describe the nature of the planning process and its relationship to the attainment of objectives.

Explain the need for constant evaluation of objectives to ascertain their pertinence to the purposes of the organization.

Delineate the process of estimating manpower needs and developing recruitment policies.

Demonstrate procedures used to screen and select employment applicants.

Detail orientation and training methods for incoming employees.

Relate the techniques for appraising employee performance.

Report on some formal training and instructional programs sponsored or conducted by businesses.

Characterize the conditions for discharging, transferring, and promoting personnel.

Demonstrate the application of effective supervision principles.

Recount individual motives and group pressures which influence employee morale.

Explain the need for and techniques of establishing desirable personnel policies.

Describe typical grievance procedures.

Portray the supervisor's responsibilities in labor agreement administration.

Detail the features of major pieces of labor legislation.

Define and compare the different types of financial institutions.

Show how new capital can be raised through the reorganization of companies or sale of stocks and bonds.

Particularize common types of business budgets.

Relate forecasting or budgeting and preparation of financial statements.

Set forth the factors affecting the formulation of credit policies.

Delineate the most common collection techniques.

Report on coverage available in insuring against the most common business risks.

Tell the factors of production involved in the manaufacture of products.

List the various components of the cost to manufacturers.

Recount the factors to consider in planning the control of production.

Explain the principal marketing functions and the effect of various social and economic factors on marketing activities.

Characterize the role of marketing in today's economy.

Relate marketing to its service arms of advertising, sales promotion, and public relations.

Describe typical distribution channels.

Distinguish between classifications of consumer and industrial goods.

Detail the methods of reviewing and monitoring marketing activities.

Identify information needed by management for decision-making purposes.

List sources of information on business conditions.

Describe the techniques used in problem solving.

Explain the importance of effective communication in executing decisions.

Delineate practices designed to assess progress and measure results of decisions implemented.

Analyze the career opportunities that exist in the following fields of business: purchasing, finance, accounting, personnel management and labor relations, shipping and transportation, and manufacturing.

Plan the most appropriate route to prepare for a realistic career in the business management field.

Detail the important factors to consider in deciding whether to go into business for oneself.

Report what to consider in determining whether to buy an existing business.

Explain what to consider in organizing a small business enterprise.

Interdisciplinary units. The syllabus outline will be of assistance also in selecting content relating to business organization, personnel management, financial management, manufacturing management, market management, and business principles which might be incorporated in an interdisciplinary curriculum design. The topics incorporated in the section of the outline devoted to Financial Management might, for example, be appropriate for students preparing eventually to launch a business of their own and, hence, to face the financial stresses of most new business ventures.

CHAPTER 2

ADMINISTRATIVE CONSIDERATIONS

The impact of effective business management on our society is of such magnitude that an understanding of its principles and practices may be included profitably as background information for most secondary students and could well be included in the curriculums of all students of business.

Teacher Qualifications

Business Organization and Management should be taught by a teacher who has had broad training in business education including, if possible, such subjects as accounting, economics, insurance, finance, business organization and management, and marketing. It is preferable if the teacher selected also has had a background of experience in business as well as classroom teaching. Enthusiasm for teaching the course and willingness to devote considerable time to digesting business literature for classroom use are important. The teacher should be able to establish and maintain contacts with the business community that will increase the relevancy of the course to students.

Grade Placement

The approach to Business Organization and Management as presented in this syllabus suggests that students should be scheduled at either the eleventh or twelfth grade. Course content, teaching approach, and learning activities should be suited to students of a maturity level found in the upper high school grades. Many of these pupils, too, will be able to capitalize on learning they have acquired as the result of previous courses in business education. Pupils who plan to major in business administration at the post-secondary level will find the study of Business Organization and Management an excellent vehicle for exploring specific areas of business in which they might wish to specialize upon entering college.

Regents Credits

One unit of credit should be granted pupils who are scheduled for the study of this subject on a full-year basis. Most schools, however, schedule this course on a one-semester basis for one-half unit of credit.

Prerequisites

Although no courses are required as prerequisites to the study of Business Organization and Management, students should be average or above average in ability to benefit from the concepts that are developed. The prospects of this being a dynamic, thought-provoking course should not be jeopardized by students who may have only a mild interest in the objectives which a course of this variety is designed to achieve.

Engendering interest in the study of Business Organization and Management through effective guidance practices is the best strategy for assuring that properly motivated pupils are enrolled in the course.

Diploma Requirements and Major Sequences

The *Administrative Handbook for Business and Office Education* suggests the inclusion of this course as part of several of the business curriculums and three-unit major sequences presented on pages 14 through 20. Business Organization and Management may also be elected as one of the courses in each of the three-unit nonvocational sequences. School administrators and guidance personnel will undoubtedly want to study the handbook for the full potential of this course in the total business education programs.

CHAPTER 3

INSTRUCTIONAL PRIORITIES AND STRATEGIES

Learner-Centered

It is envisioned that this course will be lively, dynamic, thought provoking, and productive. A high premium should be placed on learner-centered instruction. Learnings acquired as a result of student-initiated activities stemming from issues, cases, questions, problems, and topics that interest pupils have a much greater impact on the behavior of the learner. A passive pupil listening to a lecture is likely to attach less significance to its content than to new knowledge acquired through a learner-centered activity.

Content will be considered more valuable, timely, and significant by the learner if he has acquired it in his quest to solve problems, resolve issues, discover answers to key questions, settle controversies, relieve dissonance, act on cases, choose from alternative courses of action, create management models, succeed in business games, perform roles, etc. A lecture can be useful, but all too often it is giving answers to questions or issues identified by the speaker rather than the listener. The information presented in a lecture cannot possibly be timed to the learning rate of each individual. Neither can it begin to be related by the teacher to the thought, questions, ideas, concerns, misconceptions, or dissonance occupying the mind of each learner at any given point in time during the course of the lecture.

Manager of Learning Activities

The learning processes in which pupils are involved are the most crucial challenge confronting the teacher. For reasons identified earlier in this chapter, the learning process in Business Organization and Management should emphasize learner-centered activities. The role of the teacher thus becomes that of a planner and coordinator of learning designs rather than a purveyor of information.

It is hoped that teachers will plan each lesson so as to capitalize on the background, interests, and goals of the learners. The subject matter in this course is introductory in nature, designed to orient students to the fundamentals of business organization and management and to stimulate their interest in further study. The course should therefore be thought-provoking and motivate students to pursue advanced training, if they envision some aspect of management as a career objective.

Activities that involve students in the learning process, however, may not be sufficient. Each activity must be planned to build on the background, interests, and goals of students and also to capitalize on a myriad of other motives at play in the classroom. These motives may be as basic as curiosity, or as complex and idealistic as the desire to grow toward human perfection. The important thing to keep in mind in any

student-involvement learning activity is that the activity will arouse the learner to participate earnestly and result in the acquisition of meaningful new understandings.

A teacher cannot be expected to master overnight the techniques of planning and programming effective learner-centered experiences. Some learning designs or modes will work, some will fail. What is needed is the confidence and courage to experiment with various plans of action. A teacher's resourcefulness, ingenuity, and creativity need to be tested before they can be proven. The important principle that should be kept in mind is that learning is most effective where the learner is deeply involved in the learning process. If teachers of Business Organization and Management will follow this principle in their classroom organization and instructional design, there is every reason to believe that pupils will benefit from the various learning activities.

Suggested Instructional Strategies

Lecture Method

The lecture method is applicable to this course, since much of the material is entirely new to students. Well-planned, short lectures of five or ten minutes duration can be extremely effective. It is suggested that lectures be interspersed with ample opportunity for class discussion. Students should be encouraged to take notes that will be used for reference and review. In order to encourage high standards in note taking, it is suggested that student notebooks be evaluated periodically by the teacher and suggestions made for improvements.

Discussion Method

Here, the teacher should act in the capacity of group leader. Occasionally a student may act as the moderator. Because of the many new concepts introduced in this course, the teacher must carefully evaluate student contributions. Good class discussion will encourage the student to think. It will give the teacher an opportunity to correct mistaken concepts acquired through reading or from previous class presentations. Good class discussion will help students apply some of the factual material learned and promote greater insight and real understanding. In essence, this method will help a student to apply his learning as the interaction of facts and ideas occurs within the group.

Case Approach

The case approach is used extensively by some of our leading collegiate and graduate schools of business. If used with discretion, this method may be used effectively at the secondary level for both inclass discussion and out-of-class written activity. As an inclass method, it becomes a means for focusing discussion on a given set of facts.

Confronted with certain facts presented in a case setting, the student or class is asked to suggest an effective solution. This approach causes the student to apply learned facts to a specific problem. The student or class is thus encouraged to weigh alternative solutions and to offer one or more lines of action.

Many topics of the high school business management course are conducive to this technique. Areas relating to insurance, credit and collections, and business organization immediately come to mind.

Conference Groups

When physical conditions permit, the conference method for solving problems is an excellent means for stimulating student interest. In classrooms with movable desks and chairs or with conference-type tables, one or more small conference groups may work simultaneously. It is usually desirable to indicate the subject that the conference group will consider several days in advance, thus permitting students to gather pertinent materials.

When the conference convenes, one student may be appointed as chairman and another to record carefully the minutes of the meeting. These minutes can then be read at the next class or conference meeting and copies provided to each student for his notebook.

In arranging conference groups it is helpful if the teacher assists with the makeup of the personnel of the various groups, so that no conference will be dominated by one or two persons. It also is desirable that one person from each of the groups be designated to report results of the conference to the class as a whole, permitting the entire class to benefit from the discussion taking place in the respective groups.

Brainstorming

Within recent years a "new" management technique called "brainstorming" has received wide publicity in business and industry. This procedure is used to develop new ideas and to prevent mental stagnation. At a brainstorming conference the participants are encouraged to exercise originality to its fullest--with emphasis on positive thinking. Under expert leadership this method can be used to good advantage in the classroom, perhaps as a variation of the conference method.

A typical brainstorming session might be set up as follows:

1. Select a problem or subject to be discussed.
2. Encourage all students to express their opinions even if they seem farfetched.
3. Make a summary of the suggestions.
4. Indicate conclusions or a line of action to be taken.

Role Playing

Role playing can be extremely graphic and exciting to high school students. A short skit is enacted before the class with unmemorized roles played spontaneously. Brief notes should be taken by the observers or a tape recording made for a discussion to follow the presentation. The teacher should have definite points to be emphasized in the discussion. A limited number of ideas learned and understood by the class is the prime purpose of role playing. Beware of hoping that the dramatization alone will cover something of value; also, beware of capitalizing on any point regardless of its significance. In this respect, role playing should be avoided early in a topic when students lack knowledge of the subject, but it is excellent for summarizing a unit of work.

Role playing provides for physical activity and develops initiative in thinking on the part of the actors. Situations appropriate to role playing are numerous: an annual stockholders meeting, a loan application interview, the job interview, a committee meeting, or a planning session. This teaching method should be tried out once or twice before deciding on its worth. It will be found, if the observers are required to add any major points left out or correct any misrepresentations made during the presentations, that a good competitive spirit will exist between the players and the audience.

Dramatization

Playwriting and performing are effective means for highlighting interrelationships between business subjects or between various topics of the business management course. Through the medium of the classroom play, broad concepts of business may be imparted.

Ideas for classroom dramatizations should, if possible, be student-inspired--arising out of classroom discussions. Since playwriting requires special talents, the teacher must be alert to discover students whose interests or talents are along this line. Because roles must be prepared, studied, and rehearsed, this teaching method will be subject to some limitation. Many topics in the business management course, however, are suited to this medium; for example, insuring against economic risks, investing one's savings, obtaining credit, etc.

Project Method

An individual project has tremendous learning potential for it permits the student to launch out on his own and pursue his own interest. An advantage of the project method is that the student may actually participate in the project design and in the establishment of learning goals.

In developing a project, the teacher and/or student should be certain to identify the following details:

Descriptive Title--The title should provide some insight into what the project is all about.

Objective or Purpose--The objectives or purposes of the project should be determined, wherever possible, by teacher-student conference. It should be written in sufficient detail so that the project purposes or expected outcomes are readily apparent.

Nature and Scope--Every project should include a preliminary statement that gives the rationale for the activity or combination of activities that are to be followed.

Resources--The special or unique items of equipment or special materials to be used in the project should be identified.

Preproject Preparation--The project should identify what readings, facts, competencies, and supporting information the student should have before starting the project.

Step-by-Step Description--The step-by-step description is the full description of what is to be done.

Evaluation--The project should identify the evaluation steps that will be taken by the student and the teacher as a measure of the success of the activity.

Committee Method

Many projects and problems in business management are broad enough to be divided into parts that lend themselves to committee-type activity. The committee method is an excellent learning technique if not used to excess. The teacher is responsible for seeing that library references, classroom materials, and even resource persons are available for consultation. The teacher should periodically check the progress of the committee group and ask for progress reports if the assignment extends over a long period of time.

Some of the suggested problems or projects that would lend themselves to the committee method are: budget preparation for a particular kind of business or family income, necessary physical facilities and their arrangement in a retail store, conducting an advertising campaign, construction of a series of job descriptions, listing recent and proposed government regulations of business and their impact on business and/or on consumers, and speculation on what business will be like in 30 to 50 years.

Learning Application Packets

Another learning strategy ideally suited to a course such as Business Organization and Management is built on the use of learning application packets. Learning packets include instructional materials of wide variety brought together in a total system. The learning

packet is particularly effective for classes where there is a wide range of student abilities. It permits students to progress through the learning activities at their own pace, selecting activities appropriate to their individual learning ability.

The learning packet has many of the advantages of the project method. One method, however, seems to capitalize on inclass learning while the other broadens the horizon to include both inschool and out-of-school resources and experiences. Both approaches capitalize on student interests that motivate purposeful learning.

The learning packet method requires considerable initiative on the part of the teacher in assembling and/or developing materials which are directed to the learning goals.

The project method, on the other hand, requires the student and teacher to participate in the learning design, but places considerably more iniative on the part of the learner for planning and implementing the actual learning activities.

Business Simulation

A culminating learning activity for the business management class might involve the organization and operation of an actual operating business. Ideally, the business should involve both manufacturing and marketing of a particular product.

Some school systems have incorporated the activities of *Junior Achievement* in the school learning program. This type endeavor is ideally suited to the business management class, particularly for courses organized on a half-or full-year basis.

Audiovisual Presentations

Audiovisual presentations lend variety and enrichment to learning activities. They provide excellent background information for industrial and business processes, methods, systems, and procedures.

However, in using audiovisual aids, good classroom technique requires that audiovisual materials be previewed by the teacher or by a committee of students. Before these materials are shown, the class should be supplied with an outline of important points, or questions which focus attention on the highlights of the presentation. Some teachers require that each student prepare a resume for future reference.

Many audiovisual aids are available to the teacher of business management. The "Directory of Sources" of films in Chapter VI will provide valuable leads for obtaining catalogs of films on business organization and management. Whenever feasible, audiovisual aids should be used concurrently with the classroom presentation of the topic under consideration. Materials should therefore be ordered well in advance. To assure delivery when needed, some schools order materials during the spring semester for use in the next school year.

CHAPTER 4

BUSINESS ORGANIZATION AND MANAGEMENT

Course Content

CONTENT	TEACHING SUGGESTIONS
I. INTRODUCTION	
A. *EVOLUTION OF BUSINESS*	Give only cursory treatment of this period.
1. Colonial Period	Contrast the business activities of the New England, middle, and southern colonies during the eighteenth century.
a. Farm . Leading occupation and business . Principal source of wealth for the individual and the country	List the factors which influenced the ways of earning a living.
b. Nonfarm . Production - Products made in the home - Mills - Shipbuilding - Craftsmen . Marketing (Distribution) - Retail and wholesale selling - Transportation	Discuss the shops of the craftsmen which, for the most part, were a combination manufacturing plant and retail outlet and usually produced only on order. Collect pictures which depict the business activities of this period.
2. The Industrial Revolution	
a. Basic inventions . Steam engine . Steam boat . Spinning jenny . Power loom	Trace the development of the basic inventions in Europe and then in the United States. Discuss Slater's Mill as the probable beginning of the factory system.
b. Other inventions and changes in method . Standard parts . Factories . Telegraph . Steel plow . Sewing machine . Additional sources of power and energy	Have students prepare short biographical sketches of important inventors. Develop reasons why these and other inventions and changes in method are considered important.

CONTENT	TEACHING SUGGESTIONS
I. INTRODUCTION	
A. *EVOLUTION OF BUSINESS*	
2. The Industrial Revolution (Cont'd)	Point out that the growth of cities meant crowded and poor living conditions for many and that the factory system employed children and required long hours for low pay.
c. Economic growth caused by the industrial revolution . Growth of towns and cities . Specialization of labor . Increased production and new methods . New methods of distribution . Growth of business . New occupations	Have students prepare reports on the beginning of organized labor. Prepare a graph to show the growth of canals and railroads. Have students prepare reports on the early department stores, chain stores and mail order houses which emerged after the Civil War. Discuss the growth of the meat packing industry and the growth of the canning industry.
3. The 20th Century	
a. Farm - larger and highly mechanized	Give examples of new farm machinery-mechanized planters as well as pickers.
b. Nonfarm . Production - Automatic factories - Assembly lines - Assembly depots - Specialization - Mass production . Marketing (Distribution) - Selling and buying activities, such as shopping centers, vending machines, self-service, discount stores, franchises, leased departments	Prepare a list of the advantages of a large company. Explain the terms and discuss reasons why these new techniques of production evolved. List the tremendous benefits of mass production coupled with mass distribution--improved standard of living, reduced cost of goods, etc. Develop a list of the problems--need for mass markets, etc. Pinpoint shopping centers on a county map. Discuss why particular locations do or do not have shopping centers.

CONTENT	TEACHING SUGGESTIONS
I. INTRODUCTION	
A. *EVOLUTION OF BUSINESS*	
3. The 20th Century (Cont'd)	
- Physical handling, such as storage and transportation - Facilitating activities such as banks, insurance companies and research firms . Other services	Speculate on the future location of shopping centers with or without an enclosed mall. Discuss the possible reasons for the growth of these retail operations and the changes during the growth. Have students identify and classify local franchised businesses. List new developments--greater use of containerized cargo, flying freighter, and others. Within the local area, determine how many bank branches have opened during the past 10 years, and how many are involved with credit cards. Use the *World Almanac* as a guide to show classification and growth of service businesses.
B. *CHARACTERISTICS OF OUR BUSINESS WORLD*	Speculate about how our business world would be if the government owned all the property, both real and personal.
1. Private Property	
a. Real property - farms, mines, forests	Discuss the justification of the temporary monopoly of patents and copyrights.
b. Personal property . Machines and equipment . Patents, copyrights, and trademarks	Relate the profit motive to the nature of man.
2. Profit Motive	Prepare a graph which shows a comparison of the United States and the rest of the world as to land, population, and production.
3. Freedom of Enterprise in Business and Occupation	
4. Competition in Price and Product	

CONTENT	TEACHING SUGGESTIONS
I. INTRODUCTION (Cont'd)	
C. *DEFINITION AND CLASSIFICATION OF BUSINESSES*	Have the class develop or research other classifications of business. Compare classifications by Department of Labor, Department of Commerce, and in business directories.
1. Definition of Business	
2. Classification of Business	Prepare charts of the different classifications.
a. Production of consumer and producer goods	Give examples of each classification. Use the businesses in the local area as examples.
b. Marketing (Distribution) . The buying and selling function . Physical handling . Facilitating activities - financing, risk taking, etc.	
c. Services	
D. *DEFINITION AND FUNCTIONS OF BUSINESS MANAGEMENT*	Have students research three or four definitions of business management.
1. Definition of Business Management	Refer to Peter Drucker's definition of business in his book, *The Practice of Management*.
2. Main Functions	Have students prepare reports on the contributions to management theory by Frederick W. Taylor, Henri Fayol, and Max Weber. For material on these and others, see the book, *Classics in Management*, by American Management Association.
a. Plan	
b. Organize	Discuss the opportunities in the field of business management. (A more detailed treatment course is in Unit VIII.)
c. Direct	
d. Control	Give examples of each main function in a small business and in a large business. Prepare a list of other terms for the main functions of business management.

CONTENT	TEACHING SUGGESTIONS
II. ORGANIZATION OF BUSINESS	
A. *LEGAL TYPES OF BUSINESS OWNERSHIP*	Survey the yellow pages of the telephone directory to determine how the names of businesses relate or do not relate to the type of business.
1. Sole Proprietorship	Select businesses which seem to be suited as a sole proprietorship.
a. Formation . Name selection - possibility of doing business under an assumed name . Local requirements	Have students attempt to expand the list.
b. Advantages . Easy formation . Freedom and flexibility of operation . Personal contact with employees and customers . Pride in ownership . Easy termination	Have individual students interview local businessmen who own their businesses. Develop a set of questions based on the outline of this section. Compare results and develop a list of findings. Work out arithmetic problems which demonstrate unlimited liability of sole proprietorship.
c. Disadvantages . Unlimited financial liability . Difficulty in raising large amounts of capital . Lack of stability or permanence . Possible lack of management	Point out the reason for the legal requirements. Display the standard legal form.
d. Business under an assumed name	

CONTENT	TEACHING SUGGESTIONS
II. ORGANIZATION OF BUSINESS	
A. *LEGAL TYPES OF BUSINESS OWNERSHIP* (Cont'd)	Have students suggest reasons for entering a partnership.
2. Partnerships	
a. General partnerships . Formation - Articles of copartnership - Business under an assumed name	Survey the local business community or kinds of businesses that are partnerships. Point out the need for a written agreement. Discuss the articles and sections on the standard legal form.
. Advantages - Greater potential for accumulation of capital - Benefit from the experiences of different individuals	Have students suggest other possible advantages--improved ability to borrow, benefits from personal contacts of partners, etc.
. Disadvantages - Unlimited liability of partners - Divided authority - Risk of disagreement - Risk of termination	With the use of problems, show the liability of the partners and methods of distribution of profit. List and discuss some of the reasons why a partnership could terminate.
b. Limited partnership . Liability . Legal requirements - Filed at county clerk's office - Notice in newspaper	Have students suggest possible reasons for a limited partnership. Treat briefly since this form is usually found only in brokerage firms. Discuss the reason for the legal requirements.
3. Corporations	Point out the functions of the promoters and investment bankers.
a. Formation . Legal requirements . Certificate of incorporation - Purpose - Articles	Use the standard legal form as the basis of a discussion of the main articles.
. Rights and obligations - Corporation - Board of directors - Stockholders	Have students develop an understanding of the social responsibility of corporations. Contrast boards that develop policy and make major decisions with those that are involved in "rubber stamp" activities.

CONTENT	TEACHING SUGGESTIONS
II. ORGANIZATION OF BUSINESS	
A. *LEGAL TYPES OF BUSINESS OWNERSHIP*	
3. Corporations (Cont'd)	Relate the advantages of the corporation to the growth of corporations in building of railroads, canals, and manufacturing plants during the 19th Century.
b. Advantages . Aggregation of capital . Limited liability of stockholders . Ease of transfer of ownership . Business continuity . Use of professional management	Discuss how the stock exchange is used to facilitate the sale of shares of stock. Use an annual report of a large corporation to show the amount of taxes paid by the corporation.
c. Disadvantages . Taxes paid by both corporation and stockholders . Governmental regulations	Give examples of each classification. Define "open" and "closed" corporation.
d. Classifications . Public, private, and public utilities . Domestic and foreign	
4. Cooperatives	With the use of a chart, contrast the characteristics as well as the advantages and disadvantages of the legal types of business ownership.
a. Formation . Purpose . Legal requirements . Rights of members	Give examples--Dairymen's League Cooperative Assocation, Saving and Loan Association, Metropolitan Life Insurance Company.
b. Classification . Production, i.e., farmers' cooperatives . Distribution - retail and wholesale . Service - credit unions and insurance	

CONTENT	TEACHING SUGGESTIONS
II. ORGANIZATION OF BUSINESS (Cont'd)	
B. *ORGANIZATIONAL COMBINATIONS*	
1. Combinations	Have students prepare reports on some of the large combinations in our history--United States Steel, Standard Oil Company, Northern Security Company.
a. Holding companies, syndicates, and joint ventures	Have students react to loose types of combinations--trade associations, gentlemen's agreements.
b. Mergers	Discuss the possible advantages and disadvantages of vertical and horizontal integration.
c. Consolidations	Stress the importance of clearly defined objectives for a business.
d. Conglomerates	Explain concept of departmentalization.
2. Forms of Business by Expansion	Have students determine the value of written job descriptions and descriptions of authority.
a. Vertical	Discuss centralized vs. decentralized control with respect to levels of decision making.
b. Horizontal	Contrast different methods of delegating assignments in various companies.
C. *INTERNAL STRUCTURE*	Discuss factors which determine levels of supervision.
1. Development	Prepare typical organization charts of the internal structure of different businesses.
a. Determine functions	Explore situations where conflict between line and staff might develop.
b. Assign responsibility	Describe task force organization as a form of functional staff structure.
c. Delegate authority	Explain the "chain of command" in government agencies and departments and in various kinds of business.
2. Types of Internal Structure	
a. Line	
b. Line and staff	

CONTENT	TEACHING SUGGESTIONS
II. ORGANIZATION OF BUSINESS	
C. *INTERNAL STRUCTURE* (Cont'd)	Have students prepare an outline of a possible general policy manual for a business and/or school.
3. Organization Charts	
4. Company Manuals	
a. General policies	
b. Internal regulations	
D. *GOVERNMENTAL REGULATIONS*	Establish with the class the role of government (Federal, state, and local) in relation to the business world.
1. Building and Zoning Codes	
2. Patents and Copyrights	Federal Trade Commission history should be reported by a class member.
3. Standards, Grades, and Measures	With the class, determine the rationale for government regulations.
4. Open Competition	Have students pick a product and report percent of the market controlled by top three companies selling the product.
a. Regulation of legal monopolies	List governmental agencies-- Interstate Commerce Commission Federal Communication Commission Federal Power Commission Food and Drug Administration
b. Restrictions of business combinations	
c. False and misleading advertising prohibited	
d. Price discrimination prohibited	
5. Sound Financial Practices	Discuss regulatory functions of the Securities and Exchange Commission and the Federal Reserve Board.
a. Banking d. Credit	
b. Insurance e. Bankruptcy	
c. Securities	

CONTENT	TEACHING SUGGESTIONS
II. ORGANIZATION OF BUSINESS	
D. *GOVERNMENTAL REGULATIONS* (Cont'd)	Discuss Wagner, Taft-Hartley, and equal opportunity and equal pay legislation.
6. Labor-Management Relationships	Discuss the role of the National Labor Relations Board.
a. Wages and Hours	
b. Labor relations	Have students select two regulatory agencies and determine main functions.
c. Working conditions	
7. Business and the Environment	Form teams to debate resolving the issue of industrial pollution and society's concern for the environment.
E. *DEVELOPMENT OF ORGANIZATIONAL OBJECTIVES*	
1. Importance of Objectives	Draw the analogy of the sailing ship without a destination.
a. Give purpose and direction to the organization	
b. Give organization identification and serve as reference points for efforts	
c. Provide basis for leadership and direction	Stress the need for clearly defined statements of objectives for planning strategies.
d. Necessary for coordinated effort	
e. Determine appropriate policies, procedures, and strategies	Discuss the effect of goal-directed behavior on achievement of objectives.
f. Serve as motivating force for the individuals in the organization	

CONTENT	TEACHING SUGGESTIONS
II. ORGANIZATION OF BUSINESS	
E. *DEVELOPMENT OF ORGANIZATIONAL OBJECTIVES* (Cont'd)	Let the students debate whether individual initiative and ability causes conflict or, rather, supports the objectives and programs of the company.
2. Managing by Objectives	Discuss program planning budget systems (PPBS) as a plan for equating courses of action and expenditures with objectives.
a. Assigns risks to all managers and makes their progress dependent on producing results	
b. Stresses ability rather than personality of managers	Discuss the strain on relations among personnel when duties overlap or conflict due to nebulous areas of responsibility or poorly communicated objectives.
c. Provides measure of contribution of managerial personnel	
d. Increases teamwork and coordination of effort by defining goals and measuring individual contributions	Compare the development and implementation of a performance appraisal system based on objectives with one not based on well-defined goals.
e. Helps define major areas of responsibility for each person in the organization	
f. Helps determine the span of control for each manager	
g. Helps to define standards for promotion	
3. The Planning Functions and Its Relationship to Objectives	Case problems and role playing can illustrate limitations in planning programs and projects.
a. Clear determination of what must be accomplished	Discuss futility of proposing courses of action in the absence of clear objectives.
b. Limiting factors - time, events, psychological and administrative barriers, lack of information, and ability level of personnel	

CONTENT	TEACHING SUGGESTIONS
II. ORGANIZATION OF BUSINESS	
E. *DEVELOPMENT OF ORGANIZATIONAL OBJECTIVES*	Invite an engineer to describe the use of design models and prototypes to test new products and programs.
3. The Planning Function and Its Relationship to Objectives (Cont'd)	Discuss the relative ease of establishing project priorities when they are planned with objectives in view.
c. Tentative courses of action	
d. Plan evaluation - develop the best practical plan by testing the working hypothesis	
e. Determination of programs and projects and their order of installation and execution	
f. Organization, installation, and activation of the plan	
g. Evaluation of the plan, modification, and adjustment	

CONTENT	TEACHING SUGGESTIONS
III. HUMAN RESOURCES	
A. *BUILDING THE WORK FORCE*	
1. Recruitment	Have students prepare an organization chart to show the principal functions of a typical personnel department.
a. Plan manpower needs . Employee turnover . Rate of staff growth . Qualifications of present staff	Show how to compute rate of turnover. Evaluate the need, in a large and small business, of an employment requisition. Invite a personnel manager to explain recruitment.
b. Establish recruiting policy . Realistic standards . Sources - Internal - promote own employees, family and friends of employees - External - outside applicants	List sources of manpower. Discuss the advantages and disadvantages of internal and external recruitment and promotion, particularly as is applies to management positions.
c. Examine labor market	Discuss the wisdom of raising and lowering standards in relationship to the labor market.
2. Selection - Matches Potential Employee with Position	Collect application blanks and examples of personal data sheets for display and analysis.
a. Formalized steps . Preliminary contact . Application . Preliminary testing . Formal interviews . Additional testing . Background investigation	Have students research the term "validation of the test." Explain types of tests such as aptitude, personality, and intelligence tests. Give examples of standardized ones used in industry. Point out limitations of tests predicting success.
b. Rejection, employment, and job assignment	Relate the discussion to job descriptions. Have the students evaluate the value of written references. Stress the need for good human relations.

CONTENT	TEACHING SUGGESTIONS
III. HUMAN RESOURCES	
A. *BUILDING THE WORK FORCE* (Cont'd)	Determine which business organizations in the local area have initial job training classes and programs, and the job levels involved.
3. Initial Training	
a. Purposes . Orientation to company and job . Development of job skills and knowledge	Have a committee gather information on Federal laws pertaining to civil rights which determine hiring and training of "hard-core" unemployed. A local minority group organization can help here.
b. Methods . Internal - On-the-job (apprentice) - Classroom simulation (vestibule) . External schooling	Collect employee manuals from different organizations which describe training and educational benefits. Describe use of "management games" in training people for management positions.
B. *DEVELOPING THE WORK FORCE*	Invite a speaker from a firm with a training program to explain their methods in training employees.
1. Continuous Employee Appraisal	Discuss job enlargement and enrichment.
a. Purposes . Provides pool of promotable personnel . Develops job analysis - Discovers supervisory skills - Provides wage differentials	Define "continuous employee appraisal." Have students suggest other ways of appraising the performance or potential of an employee.
b. Methods . Rating scales - check lists . Supervisory observations and reports	Collect samples of appraisal forms used for employee appraisal.
2. Additional Training	Discuss leadership qualities required for advancement to a higher position.
a. Eligibility . Potential for further development of present job skills . Potential for advancement to higher positions	Give examples of different methods of advancement--from department head to an assistant manager in a supermarket, through acceptance in an executive training program upon graduation from college, or by attendance at an external school such as the American Institute of Banking.

CONTENT	TEACHING SUGGESTIONS
III. HUMAN RESOURCES	
B. *DEVELOPING THE WORK FORCE*	Describe new types of training techniques such as encounter group sessions, sensitivity training, game simulation, etc.
2. Additional Training (Cont'd)	
b. Methods . On-the-job assignment to tasks under close supervision . Management-executive program	Have students list reasons for possible discharge. Discuss how businesses might avoid discharging an employee.
3. Discharge, Transfer, or Promotion	
a. Discharge . Reasons - Economy - Company relocation - Incompetence - Absence and tardiness - Inability to get along with people . Probationary period . Value of exit interview	Discuss alternatives to firing an employee that many companies take. Give examples of probationary periods of various local businesses.
b. Transfer - horizontal move . Employer vs. employee request . Benefits - Possible improvement of quality of work in new environment - More suitable placement for employee with potential	Have students speculate as to the possible problems when a transfer is initiated by employee or employer. Discuss the problems of a transfer to a lower ranking job.
c. Promotion - assignment to higher position	List factors to be taken into consideration when promoting. Relate to Unit III. A. 2. Discuss qualifications needed for people in management positions. Have a student report on the book, *The Peter Principle*, by Dr. Lawrence Peter and Raymond Hull.

CONTENT

III. HUMAN RESOURCES (Cont'd)

C. *ADMINISTERING THE WORK FORCE*

1. Management Responsibilities

a. Direct the organization
   . Growth of company
   . Efficiency of operation

b. Supervise employees
   . Assign responsibilities
   . Delegate authority

TEACHING SUGGESTIONS

Discuss difficulty of evaluating managers. See book, *Appraising Managers as Managers*, by Harold Koontz.

Relate to organizational charts.

Review the functions of management and apply them to administering the work force.

Discuss employee-centered vs. work-centered supervision.

Compare democratic and autocratic leadership.

Cite company policies that might restrict authority delegated.

Discuss consequences when authority delegated does not equal responsibility assigned.

Discuss impact of stress of organization life on efficiency of management and supervisory personnel and also on their individuality. Have pupils read *The Organization Man* by William H. Whyte, Jr. and *Individualism and Big Business* by Leonard R. Sayles for contrasting viewpoints.

Distinguish between leading and driving.

Explain problems which can arise when the immediate supervisor is bypassed.

Discuss reasons why each subordinate should not report to more than one superior.

Ask employed students why some superiors find it difficult to delegate authority.

Discuss the effect of authority, power, and politics on superior-subordinate relationships.

CONTENT	TEACHING SUGGESTIONS
III. HUMAN RESOURCES	
C. *ADMINISTERING THE WORK FORCE*	List and illustrate incentives other than wages (positive and negative).
1. Management Responsibilities (Cont'd)	Describe Hawthorne studies by Elton Mayo.
c. Build employee morale and motivation . Human needs and motives - Self-realization - Group effort - Achievement - Recognition - Security . Factors affecting morale - Job or rank of employee - Success of employee - Supervisor - Social factors in working group - Working conditions - Salary reviews/incentives	Have students report on how job attitude and job satisfaction influences the way in which work is done. Explore those factors which motivate hourly employees, supervisors, managers, and executives. Discuss human growth theories of Erich Fromm, Carl Rogers, Abraham Maslow, and others. Discuss why the job itself is a motivating factor. Refer to studies by Hertzberg and Ford (see bibliography).
d. Establish ladder of succession	Debate the advantages of bringing in personnel from outside the company with those of promoting personnel within the organization.
2. Wage and Salary Administration	
a. Function of compensation . Equity - reward for past performance . Incentive - for future initiative	List and explain various plans of compensation. Describe financial incentives for executives.
b. Theory of wages . Subsistence - adequate to sustain life . Wage-fund - that remaining after all other items are paid . Labor theory of value - labor entitled to entire value of goods produced . Marginal productivity - value produced by last, marginal worker	Discuss the advantages and disadvantages to the employee and the employer of each plan of compensation. Have students research the theories of wages of David Ricardo, John Stuart Mill, and John Davidson.

CONTENT	TEACHING SUGGESTIONS
III. HUMAN RESOURCES	
C. *ADMINISTERING THE WORK FORCE*	
2. Wage and Salary Administration (Cont'd)	Relate to paternalistic organization - one which has many employee benefits. Also relate to those businesses which are not considered paternalistic.
c. Philosophy of wages . Productivity - high wages to low unit cost . Purchasing power - essential for national prosperity	Relate to III.C.2.a. and b. Differentiate between money wages and real wages.
d. Factors which affect wage rates . Supply and demand; ability to pay . Prevailing rates . Cost of living and area standards of living . Governmental regulations . Bargaining	Discuss the expense to the employer of the social security program. Have students justify the minimum wage law. Point out modern labor-management procedures such as mediation and arbitration.
D. *RESPONSIBILITIES IN USE OF HUMAN RESOURCES*	
1. Management to Employees	Have students offer reasons why some large organizations are not unionized - IBM and Sears, Roebuck and Company. Discuss phases by management that led to labor laws and labor unions. Also discuss reasons why management and middle management are not unionized.
a. Labor laws	Describe typical grievance procedures in industry today. Discuss their necessity and the causes of grievances.
b. Union vs. nonunion personnel	Discuss trend of management in recent years to emphasize human relations in winning the cooperative effort of workers.
2. Employees to Management, Owners, and the Public Interest	Relate the discussion to the employee's responsibility to his union and the union's responsibility to the public.
a. An honest day's work	Discuss conditions under which management takes disciplinary action against an employee.
b. Control of waste and inflation	Point out the major provisions of the Taft-Hartley Act, Wagner Act, and other important labor laws.
c. Law relating to strikes and stoppages	

CONTENT	TEACHING SUGGESTIONS
IV. FINANCIAL MANAGEMENT	Prepare working papers and statements to help students gain insight into financial management.
A. *CAPITAL REQUIREMENTS*	
1. Fixed Capital Needs	Relate to Unit II.
a. Cost of organizing the company . By legal form - Sole proprietorship - Partnership - Corporation - Cooperative . Attorney, charter, license fees . Franchise	Invite representatives of the Junior Achievement Program to discuss their organization. Invite an attorney to speak on his experience with the legal work of organizing a corporation. Check the county bar association for the range of fees for the legal organization of a firm. Use local franchises as examples.
b. Original investment . To buy, build, or lease the physical plant . To purchase or lease equipment	Develop a check list as an aid to decision making.
2. Working Capital Needs	Use arithmetic problems to explain assessed valuation, tax rate, and real estate taxes.
a. Fixed expenses . Real estate taxes . Property and casualty insurance . Maintenance . Debt service - principal and interest	Have students check with a local insurance firm for suggested coverages. Use working papers and statements as aids.
b. Operating expenses . Payroll - Wages, salaries, commissions - Fringe benefits - FICA, retirement, insurance . Supplies and equipment . Cost of inventory - Buying for cash - Buying on consignment - Line of credit - Turnover	Review the advantages and disadvantages of wages, salaries, and commissions from the standpoint of the employer. Use arithmetic problems to point out to students the cost of fringe benefits to employer. Compare retirement plans of at least three companies. Work out arithmetic problems to point out to students the importance of merchandise turnover.

CONTENT	TEACHING SUGGESTIONS
IV. FINANCIAL MANAGEMENT (Cont'd)	
B. *SOURCES OF FUNDS*	Have students realize the advantages and disadvantages of borrowing against a life insurance policy and of surrendering a policy.
1. Personal Capital	
a. Savings	The publication, *Minority Ownership of Small Business - Thirty Case Studies*, by the Small Business Administration, provides very revealing insight into the problems of securing funds for businesses.
b. Loan and surrender value of insurance . Stocks and bonds . Real and personal property	Classify banks according to their services.
2. Outside Funds	Determine local bank's classification and rates of interest with terms of loans.
a. Financial institutions . Banks . Federal Small Business Administration . Credit unions	Have students speculate as to problems of reorganization.
b. New capital . Change sole proprietorship to a partnership or corporation . Admit another partner or change to a corporation . Merge or consolidate . Sell stocks or bonds	Relate to Unit II. Give more than one classification of stocks and bonds. Arrange a field trip to stock brokerage offices.
C. *BUDGETS*	Have the students bring in budgets from newspapers, organizations, schools, etc.
1. Purposes	Explain budget systems such as Program Planning Budgeting System (PPBS) introduced into the U.S. Defense Department by Robert McNamara when he was Secretary of Defense.
a. To plan	Stress the point that a budget is one overall tool for planning, coordination, and control by management.
b. To control	
c. To compare	Discuss the preparation of the school budget as an example.

CONTENT	TEACHING SUGGESTIONS
IV. FINANCIAL MANAGEMENT	
C. *BUDGETS* (Cont'd)	Chart the organization of the accounting department of a large business. Relate to previous discussions on line and staff structures and responsibilities.
2. Preparation	
a. Submission of budget requests	With reports (annual, semiannual, or quarterly) of corporations, work out ratios and/or percentages.
b. Planning for income	
c. Review of requests	
d. Preparation of financial budget	
3. Budget Administration and Control	Compare ratios or percents with previous periods or with averages of industry.
a. Income statement analysis . Income from sales . Cost of sales . Operating expenses . Comparisons - Cost of goods to sales - Cost of services to sales - Gross profit to sales - Net profit to sales - Operating expenses to sales - Accounts receivable to sales - Net profit to owner's equity - Cash sales to total sales - Credit sales to total sales	Point out the significance of each ratio. Work out problems to show ratios.
b. Balance sheet analysis . Financial condition . Comparative procedures - Current ratio - Working capital - Acid test - Merchandise turnover - Ownership ratio - Net income ratio	

CONTENT	TEACHING SUGGESTIONS
IV. FINANCIAL MANAGEMENT	
C. *BUDGETS*	
3. Budget Administration and Control (Cont'd)	With the use of the financial section of a newspaper, chart two or three economic indicators--automobile production, steel production, and business failures.
c. Analysis of other reports . Sales charts . Production graphs . Business trends	Contrast an income statement and a cash-flow statement.
d. Cash-flow analysis . Schedules of receipts . Schedules of payments . Implications for current and future operations . Effect upon investments and borrowing	Invite a credit manager to explain the credit policies of his business. Have students survey local businesses to determine how many are able to avoid extending credit. Discuss advantages and disadvantages of credit cards.
D. *CREDIT POLICIES*	Point out that wholesalers, retailers, and manufacturers do not necessarily use the same type of credit.
1. Extention of Credit	Have students become aware of the existence of the Uniform Commercial Code and the Truth in Lending Law.
a. Advantages . Increased sales . Retention of customers . Advertisements included in envelope	Procure *Consumer Credit Guides* from N.Y. State Banking Department, 100 Church Street, New York, N.Y. 10007.
b. Disadvantages . More working capital needed . Extra bookkeeping - Individual accounts - Monthly statements - Collection costs - Bad debt losses	Show application forms used by different businesses. Credit bureaus are generally willing to provide a speaker.
c. Conditions granted . Open charge accounts . Conditional sales contracts (security agreement) . 30-, 60-, 90-day terms and notes . Revolving charge	Discuss the function of such firms as Dun and Bradstreet and National Association of Credit Management. Describe an accounts receivable aging schedule.

CONTENT	TEACHING SUGGESTIONS
IV. FINANCIAL MANAGEMENT	
D. *CREDIT POLICIES*	
1. Extention of Credit (Cont'd)	
d. Credit aids . Application form - 3 C's . Credit bureaus . Record of credit experience - Own records - Local businessmen . Classification of accounts	
2. Collection Techniques	Discuss and outline a collection procedure for delinquent accounts.
a. Monthly statements	
b. Collection letters	Determine the prevailing fees for collection of delinquent accounts (check local bar association and the teachers' credit union).
c. Collection by agencies, lawyers, or courts	
d. Repossessions	Contrast mutual and stock companies.
E. *INSURANCE NEEDS*	Point out the need for insurable interest.
1. Fire Insurance	Work out problems to explain co-insurance and division of loss when insured by more than one company.
a. N.Y. State Standard Policy	Have a small group contact an insurance broker who will provide sample policies of all kinds of business insurance.
b. Co-insurance	
c. Business Interruption	Consult an insurance agent to determine what factors decide the rate.
d. Extended Coverage	
2. Boiler and Machinery Insurance	
3. Inland Marine Insurance - Various Equipment Floaters	

CONTENT	TEACHING SUGGESTIONS
IV. FINANCIAL MANAGEMENT	
E. *INSURANCE NEEDS* (Cont'd)	
4. General Liability Insurance	
a. Owners, Landlords, and Tenants Liability	
b. Products and Completed Operations Liability	
c. Contractual Liability	
5. Burglary, Robbery, and Theft Insurance	Point out that the reputation of an individual is very important when he/she is bonded.
a. Open-Stock Burglary	Obtain information on "no-fault" insurance and discuss pros and cons.
b. Safe Burglary	
c. Messenger or Interior Robbery	Discuss New York's Financial Security Law.
d. Theft	Work out problems to explain 10/20/5 coverage.
e. Broad Form Money and Securities	Explain the purpose of the deductible clause.
6. Fidelity and Surety Bonds	Discuss how automobile insurance premiums are determined.
a. Contract Bonds	List economic risks which are noninsurable.
b. Employees Blanket Bonds	Relate to employee benefits. See Unit III.
7. Automobile Insurance	
a. Liability . Bodily injury . Property damage . Owned and nonowned automobiles	

CONTENT	TEACHING SUGGESTIONS
IV. FINANCIAL MANAGEMENT	
E. *INSURANCE NEEDS*	
7. Automobile Insurance (Cont'd)	
b. Physical Damage . Comprehensive coverage . Collision or upset . Fleet rate	
c. Other Coverages	
8. Personal Insurance	Point out the value of "key man" insurance.
a. Group plans . Life . Hospital, medical, and surgical	
b. Workmen's Compensation and Disability	
V. MANUFACTURING FUNCTION	Have students research the functions of the Bureau of Mines and the U. S. Department of the Interior.
A. *FACTORS OF PRODUCTION*	
1. Raw Materials	Discuss the social responsibility of business as it applies to different methods of mining such as strip mining.
a. Sources . Mining - Extent of lode - Influence of government regulations	Relate to Unit I.
. Agriculture - Technological support and advice - Price supports - Controls on production	Have students research the functions of the U. S. Department of Agriculture and the Agriculture Research Service.
. Fishing - trends	Determine the functions of the N. Y. State Department of Agriculture and Markets.
. Processed output from other plants	

CONTENT	TEACHING SUGGESTIONS
V. MANUFACTURING FUNCTION	
A. *FACTORS OF PRODUCTION* (Cont'd)	
2. Labor	
a. Sources of skilled labor . Available in area . Training facilities - Technological institutes - Vocational training - public and private	Have students research the functions of the U. S. Department of Labor and the N. Y. State Department of Labor. Relate to Unit III. Discuss possible reasons why a certain number of similar businesses are located in the same area. List schools in the area with the type of training provided. (Include Manpower Training Programs.) Relate to Unit III.
b. Pool of unskilled labor	
c. Ability of area to attract labor	
3. Management	Have student debate whether government and unions should be considered factors of production.
a. Distinction between enterpreneur and permanent management	Also see Financial Management, Unit IV.
b. Middle management source - training program (internal and external)	Have a student report on how planning for production of a product can take years.
4. Capital	Discuss the advantages and disadvantages of centralization and decentralization.
B. *PRODUCTION PLANNING*	Covered in detail under Marketing Management Unit VI.C.
1. Factors in Location of Plant	Discuss the reasons for the movement of the cotton textile industry from New England to the South.
a. Number of plants desired	Determine whether the local area has a master plan for its development and improvement.
b. Nearness to market	
c. Nearness to raw materials	
d. Nearness to labor	

CONTENT	TEACHING SUGGESTIONS
V. MANUFACTURING FUNCTION	
B. *PRODUCTION PLANNING*	
1. Factors in Location of Plant (Cont'd)	
e. Government influences . Interest in development . Political considerations . Tax advantages	Check with the local chamber of commerce to determine whether any literature is available on attracting industry into the area. Determine which sections of the local area are zoned for manufacturing.
f. Community . Climate . Peripheral advantages - Water - Sewers - Streets - Schools - Recreation	Have students speculate as to what types of manufacturing would do well in the local area. Discuss the ways businesses can develop and keep good relations with the community. With the class, evaluate the local area to determine whether it has any peripheral advantages.
2. Transportation Available	
a. Trucking . Number of highways . Condition of highways . Commercial lines available . Labor difficulties	Have students research the functions of the Interstate Commerce Commission and the Public Service Commission. On a map of New York State, identify and trace the interstate highways. Have students prepare a brief history of the Teamsters Union.
b. Rail . Lines from source of raw materials . Lines to major market . Condition of rolling stock and roadbed . Labor difficulties . Likelihood of continuance of service . Bankrupty - ICC relationships	Have students determine the number of unions involved with the railroads.
c. Water . Equipment of carriers - age and condition . Port facilities - physical, management, and labor difficulties	Discuss the many reasons why the port of New York is a leading major port.

CONTENT	TEACHING SUGGESTIONS
V. MANUFACTURING FUNCTION	
B. *PRODUCTION PLANNING*	Have students determine the functions of the Federal Aviation Agency and the Civil Aeronautics Board.
2. Transportation Available	Relate the different modes of transportation to population and present manufacturing centers.
c. Water (Cont'd) . Condition of waterways . Effect of State pollution control . Likelihood of continuance	Debate public authority control rather than private ownership of utilities.
d. Air . Port facilities - volume of air traffic, ground traffic, and storage . Number of airlines serving the port . Equipment used by airlines and port authority . Labor difficulties of airlines and port	Discuss the present and the possible future use of atomic energy for generating electricity. Investigate the problems, such as pollution, of businesses which use a great amount of water in manufacturing--paper industry, atomic generating plants, etc. Discuss the advantages and disadvantages of leasing as well as owning.
3. Adequacy of Power and Energy - Electricity, Gas, Oil, Coal, Water	Show an organization chart of a typical factory or production department.
a. Location and adequacy of resources	
b. Costs of producing and shipping	
4. Equipment Needs	
a. Capacity needed to do the work	
b. Equipment power needs	
5. Inventory Flow and Storage	Contrast periodic inventory and perpetual inventory.
a. Raw materials . Storage requirements - internal and external space . Perpetual book inventory	Use forms and a flow chart to show a typical purchasing procedure.

CONTENT	TEACHING SUGGESTIONS
V. MANUFACTURING FUNCTION	
B. *PRODUCTION PLANNING*	
5. Inventory Flow and Storage (Cont'd)	
b. Goods in process . Job cost sheet - Materials requisition - Labor time tickets . Share of overhead	Show job cost sheet forms from more than one manufacturer. Work out arithmetic problems to show distribution of overhead.
c. Finished goods . Storage requirements - On premises - In transit . Perpetual book inventory - Job cost sheets - Sales invoices	Point out the need for planning to keep storage of finished goods to a minimum. Show inventory section of a balance sheet and cost of goods sold section of a statement of income.
C. *CONTROL OF SCHEDULES AND PRODUCTION FLOW*	The automobile industry would provide a good illustration of schedule and flow of production. Remind students that most goods are produced in anticipation of demand for the goods.
1. Planning a Critical Path	Discuss the need for the sales department to be involved in the planning.
a. What we want to produce	Relate laying out an assembly line to a discussion of plant layout.
b. How many we want to produce	
c. When they must be completed	
d. Laying out the assembly line	
2. Materials	Discuss the need for material control from purchase to issuance of material.
a. What materials are needed	Show forms such as purchase orders, receiving records, and issue forms.
b. How many will be needed	
c. Enough on hand or on order	Discuss centralized vs. decentralized storage to supply production line.

CONTENT	TEACHING SUGGESTIONS
V. MANUFACTURING FUNCTION	
C. *CONTROL OF SCHEDULES AND PRODUCTION FLOW* (Cont'd)	Research which factories in the country are highly automated.
3. Direct Labor	Have students write or give reports on the future of automated factories.
a. Kind of skills needed	
b. How much needed	
4. Allocation of Overhead	Use arithmetic to show how the allocation of overhead to various departments depends upon different factors--space, number of employees, and value of assets in the department.
a. Utilities	
b. Maintenance of plant	
c. Depreciation of plant and tools	
d. Down time of equipment	
e. Indirect labor	
D. *QUALITY CONTROL*	Discuss possible methods to fix responsibility for poor work.
E. *BREAK-EVEN ANALYSIS*	Prepare charts (graphs) to help students to understand the break-even point.
1. Chart	Have students chart problems.
a. Fixed costs	
b. Variable costs	
c. Total costs	
d. Cost on X axis	
e. Units of production on Y axis	

CONTENT	TEACHING SUGGESTIONS
V. MANUFACTURING FUNCTION	
E. *BREAK EVEN ANALYSIS* (Cont'd)	
2. Decision as to Number of Units to Produce	
F. *PROGRAM EVALUATION REVIEW TECHNIQUE (PERT) - PROGNOSIS OF PRODUCTION DATES FOR A PROJECT INVOLVING A NEW PRODUCT*	Discuss the cycle of products. Contrast fashion goods and durable goods. Use flow charts to explain PERT.
1. Most Optimistic Time	
2. Most Likely Time	
3. Most Pessimistic Time	
4. Expected Time	

CONTENT	TEACHING SUGGESTIONS
VI. MARKET MANAGEMENT	
A. *ROLE IN OUR ECONOMY*	Relate to Unit I.
1. Domestic Conditions Which Influence Growth and Change	
a. Population trends (family structure and shifting age groups)	Here the teacher should use the *World Almanac* and census reports. A current sociology text might also be helpful.
b. Income levels	
c. Behavior of consumer market	Work with student to develop a list of reasons "Why People Buy." At the same time, some thought should be given to the fact that "people," as used here, could include a factory buying goods.
2. World Conditions Which Influence Growth and Change	
a. Discuss total world population factors as compared with those of U.S.	Use source data as cited above.
b. Importing nations vs. exporting (the "haves" and "have-nots.")	Discuss the functions of tariffs and trade quotas.
c. International trade agreements	Use information from any good marketing text on the structure of the European Common Market and how it influences U.S. marketing practices.
d. Common market structure	
B. *TYPICAL MARKETING FUNCTIONS*	Show the organizational structure of a purchasing department and the paperwork flow in receiving and inventory goods.
1. Transfer of Title	Use organizational charts to show a typical sales department.
a. The buying activity . Purchasing techniques . Receiving and storing	Have students read local and national advertising publications, including trade magazines, and bring in interesting articles.
b. The selling activity . The sales structure . Advertising and promotion	

CONTENT	TEACHING SUGGESTIONS
VI. MARKETING MANAGEMENT	
B. *TYPICAL MARKETING FUNCTIONS* (Cont'd)	
2. Physical Handling	
a. Transportation by truck, rail, water, air, pipeline	Almost any transportation association will have film strips available.
b. Storage . Private warehousing . Public warehousing	Private warehousing could be a local distribution point for a large food chain (Grand Union, for example). Public would be a commercial warehouse (often affiliated with a large moving concern).
3. Facilitating Activities	
a. Financing	
b. Risk taking	Discuss risk taking in relation to profit.
c. Establishing standards	List governmental agencies involved in establishing standards.
d. Market information through studies and research	Give examples of the types of market research conducted.
C. *CHANNELS FOR DISTRIBUTION*	
1. Typical Channels	Have students determine the advantages different channels of distribution have for certain types of goods.
a. Manufacturer to consumer	
b. Manufacturer to merchant middleman	Locate examples of each channel type as used by well-known companies.
c. Manufacturer to agent middleman (broker) to consumer	Use Fuller Brush and Avon as direct channels.
d. Manufacturer to agent middleman to merchant middleman to consumer	Use IGA and other food cooperative chains.

CONTENT	TEACHING SUGGESTIONS
VI. MARKETING MANAGEMENT	
C. *CHANNELS FOR DISTRIBUTION* (Cont'd)	Source material from manufacturers agent association should be displayed and discussed.
2. Types of Sales Force	
a. Direct - own salesmen into channel(s)	Use a chart to show the classification of consumer goods.
b. Indirect - use of agents into channel(s)	Discuss the influence of advertising, income, fashion, and personal values on the consumer's choice.
D. *CLASSIFICATION OF GOODS*	Compare the market potential of the neighborhood grocer and the area supermarket.
1. Consumer Goods	Relate to section IV.C.
a. Consumer buying habits (motivation and behavior)	Discuss the rationale for this sales policy.
b. Market potentials . People who buy - individuals and familes . Income levels . Local, regional, national, and international markets	Local and regional chains should be cited. Brief histories of selected chain stores should be prepared by individual students or committees.
c. Typical Consumer Distribution Channels . Direct to the home - Door-to-door - The party technique . Use of retailers - Small independents - Large independents and small chains - Large chains . Use of wholesalers - Full service wholesaler - Limited service wholesaler	Develop list to show differences between rational and irrational decisions. Contrast the buying behavior of the consumer market and the industrial market.
2. Industrial Goods	
a. Buying behavior of industrial market . Rational . Irrational	

CONTENT	TEACHING SUGGESTIONS
VI. MARKETING MANAGEMENT	
D. *CLASSIFICATION OF GOODS*	
2. Industrial Goods (Cont'd)	
b. Market potentials . Size of industry being served - Share of market possible - Type of competition . Geographical spread of market served	Locate figures to show dependence by a particular industry on a raw material or fabricated part. Discuss the difference in selling consumer goods and industrial goods.
c. Classification of industrial goods . Capital goods (installations) . Accessory equipment . Raw materials . Fabricated parts . Operating supplies	Use any good marketing text for illustrations of each classification. Relate to home industries where possible.
d. Trade channels utilized . Direct sale (own salesmen to industrial consumer) . Industrial distributors (mill supply houses, wholesalers) . Agent middlemen (mfg. agents)	This area lends itself to a good review of the channels and the reasons why a particular channel is used. Differentiate between the types of sales personnel needed.
E. *MARKETING CONTROL VEHICLES*	Point out the increased use of automated data processing methods.
1. Physical	
a. Inventory controls	
b. Personnel (as related to labor supply)	
2. Financial	
a. Accounting records (statements)	
b. Credit policies	

CONTENT	TEACHING SUGGESTIONS
VI. MARKETING MANAGEMENT	
E. *MARKETING CONTROL VEHICLES* (Cont'd)	Cite examples of services - Witmark, Merit Agency.
3. Assistance of Outside Control Service	A credit bureau association can supply speakers and/or films.
a. Retail store services	
b. Local credit agencies	
4. Information Systems (research)	
5. Governmental Restrictions (local, State, Federal)	

CONTENT	TEACHING SUGGESTIONS
VII. DECISION AND POLICY MAKING BY MANAGEMENT	
A. *INPUT - REPORTS AND DATA REQUIREMENTS*	Use flow charts to help students understand the preparation of statements by data processing.
1. Reports Generated Within the Firm	Relate to Unit IV.
a. Financial . Income statement . Balance sheet . Capital statement . Employees stock purchase plan . Performance of pension funds . Budget . Cash flow analyses	Have students prepare appropriate charts (graphs) that might be used to report financial, sales, production, market, and personnel data to management. Show as many forms and examples of sales reports as possible. Relate to Unit V.
b. Sales . By sales division . By product . By geographic region	Prepare flow charts to show the movement of different reports from source documents, to preparation of reports, and to destination of reports.
c. Production . Raw materials inventory . Goods in process inventory . Finished goods inventory . Inspection reports . Spoilage reports . Time tickets . Materials input . Time and motion studies	
d. Market . Changes in condition of existing markets - Competition - Population - Transportation facilities . Contemplation of entering new markets	Relate to Unit VI.

CONTENT	TEACHING SUGGESTIONS
VII. DECISION AND POLICY MAKING BY MANAGEMENT	
A. *INPUT - REPORTS AND DATA REQUIREMENTS*	
1. Reports Generated Within the Firm (Cont'd)	
e. Personnel . Absenteeism and tardiness . Safety . Training programs - Development - Implementation - Usefulness	Elicit students' perceptions of excessive absenteeism and tardiness. Relate to Unit III. Discuss the problem of evaluating the usefulness of a training program.
2. Economic Indexes and Projections	
a. Federal Reserve reports . Bank reserves and credit . Discount rates . Margin requirements . Maximum interest rates on time and savings deposits . Money supply . Sales, profits, and dividends of large corporations . Current assets and liabilities of corporations . Business expenditures on new plant and equipment . Mortgage debt outstanding . Mortgage activities of life insurance companies	Determine other sources for the economic indexes. Have students prepare charts of the indices. Show percent of increase or decrease. Explain the significance of each index.
b. Employment Statistics . Labor force, employment and unemployment	Familiarize students with various published sources of labor statistics. Obtain statistics from National, State, and local sources. Relate to the number of government agencies and departments which have been studied. From a sampling of past indexes for a period of time, discuss the possibility of anticipating or projecting the economic picture.

CONTENT

TEACHING SUGGESTIONS

VII. DECISION AND POLICY MAKING BY MANAGEMENT

A. *INPUT - REPORTS AND DATA REQUIREMENTS*

2. Economic Indexes and Projections

b. Employment Statistics (Cont'd)
- . Employment in nonagricultural establishments by industry division
- . Production worker employment in manufacturing industries
- . Hours and earnings of production workers in manufacturing industries

c. Cost-of-Living Index

d. Wholesale price index

e. Others
- . Gross national product
- . National income
- . Personal income
- . New housing units

3. Sources of Information on Business Conditions

a. U. S. Government
- . Department of Commerce
- . Department of Agriculture
- . Bureau of Mines
- . Traffic Commission
- . Department of Labor
- . U. S. Government Printing Office
- . Other

Addresses of these government offices are listed in the chapter, "Suggestions for the Management Library."

The New York State Department of Commerce provides *Business Fact Booklets* on topics such as manufacturers, wholesale trade, retail trade, and large industrial and commercial employers for communities, counties, metropolitan areas, and economic areas of the State.

Many university colleges of business publish business reviews and journals.

The American Bankers Association has an extensive bibliography of publications and services.

Copies of reports from various private sources should be brought into the class for study.

Cite as examples the *Wall Street Journal*, *Fortune*, *Business Week*, etc.

CONTENT

TEACHING SUGGESTIONS

VII. DECISION AND POLICY MAKING BY MANAGEMENT

A. *INPUT - REPORTS AND DATA REQUIREMENTS*

3. Sources of Information on Business Conditions (Cont'd)

b. Other Sources
- . Universities
- . Banks
- . Financial Services
  - - Standard and Poors
  - - Moody's
- . Federal Reserve Board
- . Private Sources
  - - National Industrial Conference Board
  - - National Planning Association
- . General Business Press

B. *DATA ANALYSIS AND DECISION MAKING*

1. Gather Facts
   a. Reports
   b. Observations
   c. Direct Questioning

2. Identify Problems
   a. Group Sessions
   b. Individual Responsibility

3. Analyze Problems
   a. Charts
   b. Graphs
   c. Schedules
   d. Outlines

See the book, *The Practice of Management*, by Peter Drucker for many excellent stories of decisions made in actual business organizations.

List examples of the kinds of decisions which must be made by management.

Compare strategies for assigning responsibility for gathering and presenting information and proposing solutions.

Debate pros and cons of group vs. individual involvement in decision making.

Have each pupil select a community or school problem, analyze the problem, and make a decision as to its solution.

Make ample use of case problems in showing pupils how to apply the decision-making process.

CONTENT	TEACHING SUGGESTIONS
VII. DECISION AND POLICY MAKING BY MANAGEMENT	
B. *DATA ANALYSIS AND DECISION MAKING* (Cont'd)	
4. Alternative Solutions Through Consideration of:	
a. Costs and risks compared to expected gain	Discuss criteria for determining critical, significant facts as opposed to trivial information.
b. Time and timing	Emphasize that decisions are often made on the basis of incomplete facts or assumptions not supported by evidence.
c. Economy of effort	Discuss the statement, "Whatever a manager does he does through making decisions," made by Drucker in the above mentioned book.
d. Resources existing	Pose a hypothetical problem to the class and conduct a brainstorming session to generate alternative solutions.
5. Make decisions	Discuss complications in choosing among solutions identified with the individuals who proposed them.
a. Analysis by process of elimination	Explain the increasingly popular use of "models" in relating alternatives to projected outcomes.
b. Responsibility	Point out use of the computer for modeling decision-making processes.
c. Individual vs. group decision making	Point out to students that, in addition to dollars and cents, intangibles such as a company's reputation and the morale of employees should be taken into consideration.
C. *EXECUTION OF DECISION*	Describe role of consultants and consulting firms in decision making and conditions under which they are generally hired.
1. Initiate Action	Discuss how decisions made are influenced by the personality type of the individual or individuals involved.
2. Delineate Responsibility	Have students play the role of the executive who must persuade his subordinates to support and carry out decisions that are frequently unpopular.
3. Delegate Authority	

CONTENT	TEACHING SUGGESTIONS
VII. DECISION AND POLICY MAKING BY MANAGEMENT (Cont'd)	
D. *FEEDBACK*	Discuss the difficulty of judging the correctness of a decision because of the time lag between initiation and completion of a course of action.
1. Set Time	
2. Establish Form	Explain the need (1) to establish criteria by which actual results can be measured, (2) to measure performance, and (3) to develop means of correcting any deviations.
E. *EVALUATION OF RESULTS*	
1. Satisfactory - No further action required	Examine the problem of the executive being committed to the decision because he made it.
2. Unsatisfactory - Repeat cycle	

CONTENT	TEACHING SUGGESTIONS
VIII. EDUCATIONAL AND VOCATIONAL GUIDANCE	
A. *BUSINESS MANAGEMENT CAREERS*	See Unit I.D. Review the broad spectrum of business.
1. Definition of Business Management	
2. Opportunities in the Different Classes of Businesses and in Governments	
a. Production	
b. Distribution	
c. Services	
3. Opportunities at Various Levels of Business Management	Develop, with the students, an appreciation of the fact that the basic principles of management are valid throughout the levels of business management.
a. Foreman	Examine the essential characteristics of an effective manager; i.e., training and/or experience in management, ability to get along with people, drive, ambition, ability to make the best of what they get, inability to sit still.
b. Department head	
c. Store manager	
d. Sales manager	
e. Office manager	Discuss the statement, "Being a manager requires mental, moral, and physical strength."
f. Supervisor	Show that a successful manager cannot become engrossed in routine operations, leaving only odd moments for planning.
g. Administrator	
h. Executive	

CONTENT	TEACHING SUGGESTIONS
VIII. EDUCATIONAL AND VOCATIONAL GUIDANCE	
A. *BUSINESS MANAGEMENT CAREERS* (Cont'd)	
4. Opportunities for Improvement on the Job	Discuss the probable training and formal education requirements for the various levels of business management.
a. Management training programs	Have students explain the statement, "The self-development of a manager is by far his most important effort directed toward enhancing his competency on the job and his personal contentment in his work."
b. Training on the job	
c. Tuition refund programs	
d. Professional management associations	
B. *PREPARATION FOR A CAREER IN BUSINESS MANAGEMENT*	Review employment applications as an aid to self-appraisal.
1. Self-Appraisal	Examine the relationship between high school grades and ability.
a. Ability	Have students list desirable traits of personality and character.
b. Education	List the services available in school.
c. Experience	Have students research the requirements of a selected managerial job title.
d. Personality	
2. Setting a Career Goal	
a. Consult with parents, counselors, people in the field	
b. Review literature	
c. Know the requirements . Education . Experience . Type of person	

CONTENT	TEACHING SUGGESTIONS
VIII. EDUCATIONAL AND VOCATIONAL GUIDANCE	
B. *PREPARATION FOR A CAREER IN BUSINESS MANAGEMENT* (Cont'd)	
3. Preparing a Plan to Attain the Career Goal	Have students list the characteristics of a company for which they would like to work. Review organization charts of various departments for avenues of promotions.
a. Type of Company	
b. Entrance Positions	
c. Avenues of Promotions	
C. *BUSINESS OWNERSHIP*	
1. Personal Qualifications	Point out that the individual must have the qualifications to undertake the risk.
a. Ability	
b. Education	
c. Experience	
d. Personality and Character	
2. Selecting a Business	Have students find the trade associations and government agencies which offer assistance. Refer to *Business Statistics Biennial Supplement to the Survey of Current Business*, U. S. Census Bureau, available from U. S. Government Printing Office, Washington, D. C.
a. Knowledge of the Business	
b. Experience in the Business	
c. Opportunities for Growth	

CONTENT	TEACHING SUGGESTIONS
VIII. EDUCATIONAL AND VOCATIONAL GUIDANCE	
C. *BUSINESS OWNERSHIP* (Cont'd)	
3. Starting Your Own Business	
a. Location . Traffic flow . Trading area . Present character of the population . Competition . Future expansion	Using a map of the local area, have students plot the traffic flow, trading area, etc. Have students research sources which have prepared estimates available of how much capital is required to start certain businesses.
b. Resources . Capital - Working capital - Fixed capital . Labor . Utilities	The Small Business Administration publication, *Minority Ownership of Small Businesses-Instructional Handbook* is highly recommended for topics in this section. Relate to Unit II.
c. Legal Assistance . Type of ownership . Licenses and permits . Taxes and insurance	
4. Buying an Existing Business	Discuss advantages and disadvantages.
a. Analysis of Financial Status . Statements and reports . Ratios	List ways to determine which businesses are for sale (i.e., want ads in newspapers).
b. Goodwill	Have available for students average ratios for certain businesses.
c. Legal Assistance . Type of ownership . Licenses and permits . Taxes and insurance . Bulk Sales Law	Stress the need for an attorney.
5. Buying an Existing Business vs. Starting a Business	Have students prepare items of contrast.
6. Obtaining a Business Through a Franchise	

CHAPTER 5

SUGGESTED PROJECTS

Carefully planned and executed projects provide many valuable learning experiences for the Business Organization and Management class. These projects incorporated in this handbook are a sampling of a variety of activities that have proved worthwhile in Business Organization and Management classes throughout the State.

Many of the suggested projects will require considerable time to complete; therefore, the teacher should review all of them early in the course so that those chosen can be completed by the time the subject will be covered in the plan of instruction.

Since several projects suggest making use of pamphlets available without charge from the district offices of the Small Business Administration, it will simplify matters if the teacher secures all the pamphlets at one time. (Addresses of regional offices are listed in Chapter VI "Suggestions for the Management Library.")

Many of the suggested projects may be initiated as part of the class activities relating to a particular topic in the course. Other projects are of a continuing variety and should be planned and carried on by selected class members throughout much of the term. Both types, however, should often culminate in a written report or an oral report before the class.

When a project is assigned to only one student or to part of a class, a written or oral report is especially desirable. The report will serve as an excellent topic review technique and extend the learning experience of one or a few students to the class as a whole. In many cases, the student can have his report, or an outline of it, duplicated so that each member of the class can be given a copy. The spirit duplicator is suggested because the master can be handwritten with ease, or it can be typewritten.

Projects involving oral reporting should include the responsibility for developing a carefully prepared class presentation. Improvement in reporting should be expected and become apparent as students are given the opportunity for second or third presentations. Some teachers have found it profitable to record the presentation on tape in order to show definite evidence of improvement.

While care should be observed by the teacher to avoid a hypercritical attitude in the early stages of the reporting, teacher standards for project work should be clearly understood by students and evaluation made in relation to those standards.

INTRODUCTION

Changes in Businesses and Occupations

Select a committee to determine some occupations which have become extinct (or nearly so) and some occupations which are comparatively new. The committee should consider the probable reasons for these changes. Interviews with other persons may provide information.

A second committee can be formed to investigate businesses regarding the same changes.

Biographical Sketches

From a list of outstanding businessmen and inventors, have students select one for a biographical report to the class. The report should emphasize the contribution made to the business world. The following is a suggested list:

Armour, Philip
Bendix, Vincent
Birdseye, Clarence
Colt, Samuel
Dunlop, John Boyd
Edison, Thomas A.
Evans, Oliver
Ford, Henry
Fulton, Robert
Howe, Elias
McCormick, Cyrus H.
Sholes, Christopher L.
Singer, Isaac M.
Taylor, Frederick W.
Wanamaker, John
Ward, Aaron Montgomery
Whitney, Eli
Wright Brothers

The following paperback is a suggested source: Machines That Built America, Roger Burlingame, the New American Library of World Literature, 1301 Avenue of the Americas, New York, New York 10001 (35¢).

ORGANIZATION OF BUSINESS

Oldest Businesses in the Community

An interesting project would be to learn about some of the oldest businesses in the community. The names of these businesses might be obtained from the chamber of commerce and older business men. Information that might be sought from interviews with some person in each business might include:

- What year was the company organized?
- By whom was the company organized?
- Did it start as a corporation? If not, what type?
- What is the relationship of present management to original management?

- What is the growth trend in terms of dollar sales, units sold, customers served, and so forth?
- What factors are believed to have contributed to the long life (or success) of the business?

Organizing a Business Corporation in New York State

This project may be carried on effectively as a committee assignment. The committee is asked to prepare a report outlining in detail the specific steps required for organizing a corporation in New York State, also the approximate cost (filing fee, organization tax, lawyer's fee, etc). Whenever feasible, a lawyer should be consulted by the committee to review the technical details. The report of the committee can be duplicated and made a part of each student's notebook. Recommended as a reference is Corporations - Extracts From Business Law - Rules of Corporations Bureau, 1971, which is available without charge from the Department of State, Division of Corporations and State Records, 162 Washington Avenue, Albany, New York 12225.

Business and the Environment

People are becoming concerned about their environment and the pollution (water, air, and land) that has resulted from such things as the huge increase in population, the increased number of industrial businesses, and the increased number of automobiles, trucks, and busses. Businesses are finding more ways to reduce pollution and governments (Federal, State and local) have passed laws designed to reduce pollution.

This project is to learn what is being done to reduce pollution. Two students may be asked to prepare a report on the principal features of two Federal laws: (1) Clean Water Act of 1972; (2) Clean Air Act of 1970. Copies of these two acts can be had by writing to your Congressman. Another student could be asked to interview the local health department for specific things that are being done locally to reduce pollution.

HUMAN RESOURCES

Job Description

During class, prepare a list of occupations in which high school business graduates secure employment upon graduation from high school. A list could very well include the following:

bookkeeper	retail sales clerk
cashier	secretary
checker	shipping clerk
file clerk	stock clerk
office machines operator	teller
payroll clerk	clerk typist
receiving clerk	typist-receptionist

Develop a brief job description of each occupation.

A suggested outline for a job description is as follows:

1. Primary duties

2. Other duties

3. Supervisory organization

4. Requirements

    a. Physical
    b. Educational
    c. Mental
    d. Experience

5. Salary

6. Promotion channels

Information may be obtained from interviews with people, from *The Dictionary of Occupational Titles*, and from the *Occupational Outlook Handbook*, available from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. A copy may be available in the public library or in the school's guidance office.

New York Labor Laws

Students will be interested in learning about New York labor laws that are designed to protect the well-being of employees.

A committee of students may be given the project of reporting on the information given in the booklet, How New York State Labor Laws Protect You. A copy is available without cost from the Office of Public Information, New York State Department of Labor, State Campus, Albany, New York 12226.

The booklet provides information on such items as wages, employment of minors, working hours for women, employment agencies and state employment service, unemployment insurance, workmen's compensation, disability benefits, labor relations, and labor and management practices.

Each member of the committee could report on one or more of the items mentioned in the preceding paragraph.

Organized Labor

One or more students may be interested in preparing an oral or written report on the topic, "The Growth of Labor Unions in the United States." This report should encompass factors such as:

1. History of labor unions

    a. National Labor Union
    b. Knights of Labor

c. American Federation of Labor
d. Congress of Industrial Organizations
e. Merger of A.F.L.-C.I.O.
f. Independent Unions

2. Leaders in the union movement

a. Samuel Gompers
b. William Green
c. John L. Lewis
d. Philip Murray
e. George Meany
f. Walter Reuther
g. James Hoffa

3. Benefits that have resulted

a. To employees
b. To management

4. Federal and State legislation

The pamphlet, Brief History of the Labor Movement, available from the Superintendent of Documents, Government Printing Office, Washington, D. C. 20402 (35¢), is recommended as a source.

The American Labor Movement

A student committee may be asked to orally summarize before the class the following publications relating to labor unions:

· This is the AFL-CIO

· Why Unions?

These publications are available from the American Federation of Labor - Congress of Industrial Organizations, 815 16th Street, NW., Washington, D. C. 20006.

Local Payroll Systems

The purpose of this project is not only to acquaint students with different methods of paying employees, but to delve into reasons why one system is used in preference to another. The entire payroll framework should be covered by areas such as:

· Use of individual time slips and timeclocks

· Summarization of time and computation

· Use of machines, charts, and other aids

· Check vs. cash

· Government reports

Different types and sizes of businesses should be selected for this project.

An examination of payroll forms available for sale at an office supplies store might be helpful.

Salary Analysis

A student or a committee can determine the difference between an employee's "take-home pay" and the employer's total cost for the employee's services.

Use the following suggested form to show the difference:

SALARY ANALYSIS

Employee's Weekly Salary	$____	Employee's Weekly Salary	$____
Deductions:		Employer's Additional Costs:	
F. I. C. A.	$____	F. I. C. A. Tax	$____
Federal Income Tax	$____	Unemployment Insurance	$____
State Income Tax	$____	Workmen's Compensation	$____
Other Possible Deductions:		Other Possible Additional Costs:	
New York State Disability Insurance	$____	Union Welfare Fund	$____
Medical Insurance	$____	Paid Vacation	$____
Union Dues	$____	Sick Leave	$____
		Life Insurance	$____
_____	____	_____	____
Total Deductions	$____	Total Employer's Additional Cost	$____
Employee's "Take-Home" Pay	$____	Total Cost to Employer	$____

Suggested sources of information:

Employer's Tax Guide. Circular E. Local district office of the U. S. Treasury Department, Internal Revenue Service.

Handbook for Employers and New York State Unemployment Insurance Information for Claimants. Department of Labor, Division of Employment, 370 Seventh Avenue, New York, New York 10001.

State of New York Employer Instruction--Tables and Methods, IT 2100. Local district office of Department of Taxation and Finance.

FINANCIAL MANAGEMENT

Financial Statements

The teacher can use comparative balance sheets and comparative income statements from accounting texts and stock brokers and ask students to compute the percentage relationship that each item on the statement bears to the base indicated as 100 percent. Discuss trends resulting from the percentage comparisons and indicate possible management action.

As an additional means of statement analysis the class may compute the following:

Current ratio
Acid test ratio
Ratio of notes payable to accounts payable
Ratio of fixed assets to fixed liabilities
Ratio of net worth to liabilities
Rate of return on investment
Rate of net profit on net sales
Other analyses

The teacher should make clear the purpose of each ratio. In most instances there should be no need to memorize formulas. Additional methods of interpreting financial statements may be introduced, depending on the interests and abilities of the students.

The following are free or inexpensive sources of information: Key Business Ratios: 14 Important Ratios in 125 Lines of Businesses, Dun & Bradstreet, Inc., Business Information Division, 99 Church Street, New York, New York 10007. (Free)

You and the Investment World, New York Stock Exchange, Inc., School and College Relations, 11 Wall Street, New York, New York 10005. (Free)

How to Read a Financial Report, Merrill Lynch, Pierce, Fenner and Smith, Inc., 70 Pine Street, New York, New York 10005. (Free)

Ratio Analysis for Small Businesses, Superintendent of Documents, Government Printing Office, Washington, D. C. 20402. (25¢)

Franchised Businesses

In recent years, there has been a large increase in the number of franchised businesses - both retail and service businesses. This project is planned to find information about franchising, including such items as: what is franchising, types of businesses being franchised, advantages and disadvantages of operating franchised businesses, items usually included in the franchise contract.

A committee of students can be asked to interview franchise holders of different types of businesses, such as Kentucky Fried Chicken, McDonald's Hamburgers, Howard Johnson's, and gasoline service stations. Each student might interview just one business to learn what the operator considers to be the advantages and disadvantages of his franchised business.

Before visiting the businesses, the committee should find it helpful to read the pamphlet, Are You Ready For Franchising? Small Marketers Aids, No. 115, a copy of which is available without charge from the district offices of the Small Business Administration, U.S. Government.

Cost of Advertising

This project will focus attention upon the comparative cost and effectiveness of various advertising media.

- Write to several magazines which have national distribution and to several large metropolitan newspapers for copies of their advertising rate cards and the size of their circulation.
- Have a student or student committee prepare a comparative schedule of advertising rates for these media.
- Obtain advertising rates from local publications and radio and television stations. Make comparisons as to costs, circulation figures, expected audience, etc.
- Visit various local stores to determine which advertising media they have found to be most profitable and how they determined the effectiveness of their advertising.

An interesting related project to the above project would be to have a student read and make a report on the information given in the two pamphlets: Checklist For Successful Retail Advertising, Small Marketers Aids, No. 96, and Measuring the Results of Advertising, Small Marketers Aids, No. 121. A copy of each may be obtained free from the district offices of the Small Business Administration, U. S. Government.

Insurance Needs

An excellent project for students is to have them become familiar with the many different risks that a business may have, and to learn what type of insurance may be purchased to cover the various risks.

The committee of students can be assigned a project of making a report on the various insurance coverages under these general headings: (1) coverages that are essential for most businesses; (2) coverages that are desirable for many firms, but not absolutely necessary; and (3) coverages for employee benefits.

A helpful booklet for the committee to use is Insurance Checklist For Small Business, Small Marketers Aids, No. 148. A single copy is available free from the district offices of the Small Business Administration, U.S. Government.

In the class discussion that follows the report, students may suggest other risks that a business may have such as sudden style changes and increased competition.

Management of Cash

This project is to make the students aware of the importance of efficient management of cash to a business. Sound management of a business includes the efficient management of cash. Small businesses, as well as large businesses, are almost continually faced with cash problems - not having sufficient cash to pay liabilities when they come due.

In this project, a committee may be assigned to make a report on how businesses obtain the cash needed to meet their obligations. The report should include such items as credit standing, a cash budget and its use, situations causing need for borrowing, kinds of lending institutions, types of loans available, and the various collateral that may be used for loans.

Since most business owners consider their cash problems as secret, it is likely that a student would not be able to obtain much information of this type by a personal interview with owners of businesses. However, the manager of a local bank might be interviewed to learn what types of loans his bank has available for businesses. The committee could base its report on information found in textbooks and in the following pamphlets: Sound Cash Management and Borrowing, Small Marketer's Aids, No. 147; Is Your Cash Supply Adequate?, Management Aids, No. 174; The ABC'S of Borrowing, Management Aids No. 170. Single copies are available without cost from the district offices of the Small Business Administration, U.S. Government.

MANUFACTURING MANAGEMENT

Locating a Small Manufacturing Plant

Although many manufacturing plants are small, the selection of a place to locate or relocate the plant is important to its success.

The purpose of this project, which could be assigned to a student, is to prepare a report which indicates some factors that should be considered in selecting the site for the plant.

The student should find it helpful to read the information contained in the pamphlet, Locating or Relocating Your Business, Management Aids, No. 201, which is available without charge from the district offices of the Small Business Administration, U.S. Government. The pamphlet contains a "Rating Sheet on Sites." If possible, the student can interview the owner or manager of a small manufacturing plant in the community and find out why the plant was located on its particular site. The student can give his report orally to the class so that all may benefit from it.

Manufacturing Plant Layout

Most students are somewhat familiar with the layout of retail stores, because they have visited them frequently. However, it is probable that most students have not been in the interior of a manufacturing plant.

A desirable project would be that of having a student or a small committee of students visit a plant and then make a report to the entire class. A rough sketch of the plant layout showing how the raw materials enter the plant, move through the manufacturing process, and leave for shipment to the customer could be placed on the chalkboard and explained.

A visit to a small plant such as an ice cream plant, a bakery, a dairy, or a commercial laundry would be easier to report on than a visit to a large manufacturing plant.

Another student might give a report on the information found in the pamphlet, Principles of Plant Layout for Small Plants, Technical Aids, No. 42, which is available without cost from the district offices of the Small Business Administration, U. S. Government.

MARKETING MANAGEMENT

Channels of Distribution

This project is designed to show that not all goods reach the consumer by the same channel of distribution.

Each member of a committee can be assigned to visit one of the following: a furniture store, a gasoline service station, a women's dress shop, and a small grocery store. The manager or owner of the small business can be asked from what sources (direct from the manufacturer or producer, from a broker, from a wholesaler, etc.) he obtains the merchandise and why the merchandise comes from that particular source rather than from other sources.

Each member of the committee can make a report to the entire class.

The Suburban Shopping Center

Suburban shopping centers generally referred to as plazas or malls have become important outlets for many types of merchandise and services.

The ideal way for students to learn about shopping centers is to tour one in the company of an executive of the center. This tour can be arranged by the teacher or by a committee of students. The students may prepare a list of questions to ask this executive. The questions should bring out these points:

- Factors which influenced the selection of the site
- How plazas differ from malls
- Types of businesses attracted to this site
- Leasing policies
- Competition with other centers
- Rate of store failure and reasons for failure, and/or rate of change of tenants in the center
- Parking facilities
- Reasons for the phenomenal success of shopping centers
- Financial pitfalls of shopping centers

A report of the visit should be discussed by the entire class.

Store Management and Layout

A procedure that may be used to give practical experience in store arrangement and layout is to plan committee visits to selected local department stores. Students are instructed to sketch the general layout of the store and to analyze reasons for the layout. If possible, the committee may consult with the store manager preparatory to the visit, explaining the objectives in mind and soliciting his advice and counsel with regard to good store arrangement and layout. It is likely that the manager will conduct a tour of the store on the day of the scheduled visit, in order to point out the careful planning that is characteristic of any well-arranged store.

The sketch should include the store entrance(s) and any elevator or escalator. It should indicate the type of merchandise located in the different parts of the store. The location of cash registers or the check-out station should be included.

As each committee presents its report, a member of the committee should make a rough drawing of the sketch on the chalkboard.

Advertising Analyses

This project involves the study and analysis of advertisements as found in principal advertising media. Advertisements may be collected from magazines and newspapers and analyzed for:

- The appeal used by the advertiser
- Techniques used to get customer action
- Probable audience reached
- Effectiveness of the advertising layout (illustrations used, type used, balance, color, etc.)
- Use of brand names, trademarks, slogans, illustrations, etc.

Similarly, student committees can be assigned the task of listening to selected radio and television programs in order to analyze the appeal used by the advertiser.

Study of Transportation Media

The purpose of this project is to acquaint students with the principal carriers of goods available in the local community or area. Obviously, the choice of a carrier depends upon the nature of the shipment, speed and delivery services desired, costs involved, etc.

Several representative items of different weight, size, content, destination, and conditions of delivery should be used as the basis for committee investigations. Student committees should then visit local carriers, obtain data as to services and rates, and be able to recommend the preferred method of shipment for each of the representative shipments.

If possible, investigate the following modes of transportation:

- Railroad freight
- Express by truck
- Parcel post
- Railway express
- Air express
- Bus parcel service
- Others, such as pipelines and waterways (in certain parts of the state)

Delivery Services

Because of the nature of some retail and service businesses, they must furnish delivery service because their competitors provide delivery service.

This project is to determine what types of delivery service are being used by different types of businesses in the community. Students can be

assigned to visit several different types of businesses and inquire into what type of delivery service (own delivery truck, contract with a private trucking company, parcel post, express, etc.) is used, why that particular type is used, if a special charge for delivery is made to customers, and how frequently delivery service is made.

The reports of the students, coupled with information given in the pamphlet Can You Afford Delivery Service?, Small Marketers Aids, No. 133, Small Business Administration, U.S. Government, should provide the basis for an interesting and informative class discussion.

EDUCATIONAL AND VOCATIONAL GUIDANCE

The *Business Organization and Management* course abounds in opportunities for presenting educational and vocational guidance information. From a study of business management, the student should obtain a much clearer concept of the structure of business and industrial enterprise, and should become familiar with the nature of various occupations. He should become acquainted with employment opportunities in business and training required for various jobs in these fields.

Exploration of Collegiate Schools of Business Administration

Business Organization and Management may also help students gain a more complete picture of the range of opportunities available to them through the completion of a college course in business administration. Select students to investigate the resources of the high school guidance department and library and to write to various nearby colleges of business administration for entrance information. Perhaps some students will be able to visit the college admissions office. Form a student committee to investigate several areas in which college majors in buisness administration may specialize, and bring out the employment possibilities of each.

Arrange for a field trip to department stores and manufacturing plants. Make sure that your guide points out the supervisory and management positions and the education experience and training required for those positions.

Exploration of Teaching as a Career

Students interested in a teaching career should be encouraged to investigate opportunities and preparation in this profession. The business teacher is well qualified to provide guidance in this area in cooperation with guidance personnel. Visiting teacher-training institutions, writing for catalogs, and obtaining all available information should be encouraged.

Employment Agencies

When dealing with the subject of obtaining employment, students should become familiar with the services of government and private employment agencies.

- Have a student visit the local office of the New York State Employment Service to find out the types of jobs open to students upon graduation, the availability of part-time employment, and prior training required for various jobs. The report to the class should include the location of the New York State Employment Office and the name of the person to be contacted.

- Have another student visit a private employment agency and obtain similar information from this firm.

- Discuss the advantages and disadvantages of each type of agency concerning cost, type of job openings, service rendered, and other items.

Employment Recommendations

Have students write to at least three persons they would give as references in making an application for an advertized job and obtain permission to use each as a reference.

Ask the student to summarize in writing the remarks he would make when calling by telephone.

Secondly, assume that the advertisement suggests that the applicant apply in person without an appointment. Ask the student how he would conduct himself from the time he enters the office of the business for the interview until he leaves.

Job Qualifications

One of the purposes of the business management course should be to acquaint students with job opportunities and qualifications (both beginning and advanced) in the business field. Students should use this project as an opportunity to review the literature relating to job opportunities and qualifications that is available in the school library, community library, and guidance offices.

Students should be interested in the training, education, experience, and miscellaneous qualifications for entering jobs, for jobs possibly to be held within 5 years, and for those jobs that conceivably might not be held before 10 or more years. Students must also be encouraged to seek the better job openings for which they are qualified and in which they are primarily interested.

Several factors which bear upon job selection and qualifications should be studied as a part of this project:

- The mobility of labor and the need for broad job information and goals

- The small versus the large business organization in terms of job qualifications and promotional potential

- The effect of geographical location upon job qualifications and availability

- The personality characteristics of the individual in relation to job selection

- Job opportunities which require post high school training

- The desire for post high school formal training or on-the-job training

Application Blanks

The teacher should duplicate a quantity of job application blanks similar to those used by local businesses. Have several of these forms filled out by the class. Discuss the information on the various forms. Have the students make all necessary corrections.

Have the students fill in a local job application blank and such forms as are used by the New York State Employment Service or private employment agencies.

Employment Tests

The teacher can duplicate questions on basic English and arithmetic to acquaint students with the types of questions on employment tests. These questions will also serve to point out student deficiencies in these areas. The teacher can elaborate on the content of the employment test.

Have the New York State Employment Service administer tests to the class.

Our Changing Labor Force

This library research project, to be carried on by selected class members, involves the study of our changing labor force. The United States Department of Labor and The New York State Department of Labor publications will serve as principal sources of information with regard to the changing makeup of our labor force. The research should involve such data as the following:

- The principal fields of employment

  a. In the State
  b. In the Nation

- Analysis of our labor force as to age group

- Changing educational requirements

- The role of women in our labor forces

Letters of Application and Personal Data Sheets

Since many 12th grade students who take business management will be seeking employment immediately following graduation, students should have practice in preparing letters of application and personal data sheets.

The teacher can clip "help wanted" notices from local newspapers which will be used by class members for writing letters of application. Or the teacher himself may prefer to prepare an original "help wanted" notice for which the class can write application letters.

The standards for finished letters should be high. If necessary, the application letter should be checked and rewritten several times to conform to the most exacting business standards.

Added interest is created when (1) a panel of students selects the most appealing application letter, using a checklist to determine the reasons for selecting it, or (2) a personnel manager or businessman is asked to select the winning letter and to point out to students the specific reasons for his choice.

Before leaving the course, each student should have in his possession a personal data folder which includes a typed data sheet containing a summary of personal information: education, extracurricular activities, experience, references, and, wherever possible, work samples. These personal data sheets can be typewritten either in school or at home by those students who know how to type, or typing the data sheets can be made a project for the typewriting classes. If the personal data folder is to contain samples of work, the entire folder should be completed by the student concerned. After the personal data sheets are in final form, copies should be prepared for the student and the teacher, and possibly one to be filed in the student's folder in the guidance office.

Choosing a Vocation

Have students list in order of preference the type of work they believe they would like to do after graduation. Ask each student to investigate the training or educational requirements for the job he has selected. Have each student then list the additional training needed for the job of his choice, and indicate how and where this additional training might be acquired.

Assuming that the student has the necessary training for the job, how does he go about obtaining the job?

Suggested materials are listed in Chapter 6.

Answering Classified Advertisements

Ask each student to clip a "help wanted" advertisement from a local newspaper for a job in which he would be interested. First, assume that the advertisement suggests that the applicant phone for an appointment. Then, have the student role-play following through.

Before Starting A Business

Because persons start a business of their own without a careful consideration of the many factors involved, their businesses often are not successful.

This project is designed to have the students made aware of the large number of things to consider before reaching a decision to start a business of their own. Have a student or a committee make a list of the items that should be considered. The report can be presented to the entire class for discussion on why each item is important. The class may suggest additional items to those presented in the report.

A source of information about a large number of items to be considered before starting a business can be found in two booklets - Checklist for Going Into Business, Small Marketers Aids, No. 71, and Personal Qualities Needed to Manage a Store, Small Marketers Aids, No. 145. They are available free from the district office of the Small Business Administration, U. S. Government.

Owning Your Own Business

New York State offers many fundamental economic advantages for new businesses and/or the expansion of existing ones. But going into business on one's own or with a business partner must be carefully planned. The success of most businesses is largely dependent upon the knowledge, intelligence, and preplanning that is used in setting up or expanding the business.

The teacher should provide a student committee with several copies of Starting and Managing a Small Business of Your Own (35¢) and Handbook of Small Business Finance (45¢), available from the Superintendent of Documents, Government Printing Office, Washington, D. C. 20402. It should be the responsibility of the committee to assign to class members the reading of the various chapters in the booklets. Perhaps two or three students can be made responsible for reading and reporting on the content of one particular chapter.

From this project the following questions should be answered:

- How does one determine the adequacy of his capital for starting a new business?
- What are the principal causes of business failure?
- Where can a man obtain additional capital for his business?
- What factors should influence the choice of a business location?
- What information should a businessman be able to obtain readily from his business records? From the financial statements?
- What government regulations might affect his business?

Other booklets which can be utilized and are also available from the Superintendent of Documents are as follows:

Starting and Managing a Service Station (45¢)

Starting and Managing a Small Bookkeeping Service (35¢)

Starting and Managing a Small Building Business (50¢)

Starting and Managing a Small Motel (40¢)

Starting and Managing a Small Restaurant (65¢)

Starting and Managing a Small Retail Music Store (55¢)

Business News

A project that lends itself to critical analysis, the drawing of conclusions, and prognostication by students is the reporting of current business news. Most of the topics in business management can be followed in newspapers and business magazines for changes, revisions, interpretations, and trends.

Two methods of group participation suggest themselves: the first method is to have a small group of students follow a definite kind of news for the entire course; the second method is to select a new group each week or two to follow an item of current or major interest. In deciding on which method to follow, the teacher should remember there is an ebb and flow during the year of certain kinds of business news.

The first method develops a continuous interest in particular news for a student, and better-quality reporting might be expected. The second offers variety to the student with the chance of reporting on different kinds of business news during the year.

The selection of current periodicals for reference should be based on the type of topics to be considered in the projects. Some depth to the news is desirable. A list of current periodicals appears in the bibliography of this syllabus, and selected ones should always be accessible to students during the schoolday. A bibliography of articles under five years old should also be maintained by the teacher as references available to students. *Fortune, Business Week, U.S. News and World Report* magazines should be particularly noted in this regard because of their many outstanding reports.

Where possible, the student should be given an opportunity to read in an area in which he is particularly interested. If the first method of following a news topic for the entire semester is followed, the full list of topics should be submitted to the students for choice.

CHAPTER 6

SUGGESTIONS FOR THE MANAGEMENT LIBRARY

The study of business management encompasses a broad and varied complex of subject matter. Many of the areas of subject matter are in themselves highly specialized fields of interest. The teacher of business management must, therefore, have at his disposal a well-rounded classroom library.

This section of the syllabus will provide a cross section of reference materials that have been found to be useful. Some of these reference materials are suggested primarily for teacher use; others are suited to both student and teacher use.

GENERAL REFERENCE

Texts

Colberg, Marshall R. and others. Business economics: principles and cases. 4th ed. Irwin. 1970.

Crabbe, Ernest H. and others. General business. 10th ed. South-Western. 1971.

Dodd, J. Harvey and others. Applied economics. 7th ed. South-Western. 1967.

Drucker, Peter. Managing for results. Harper and Row. 1964.

Etzioni, A. The acting society. Free Press. 1968.

Gentry, D. L. and Taff, C. A. Elements of business enterprise. 3d ed. Ronald Press. 1971.

Kobayashi, Shigeru. Creative management. American Management Association. 1971.

Moore, Russell F. AMA management handbook. American Management Association. 1970.

Petit, Thomas. Freedom in the American economy. Irwin. 1964.

Reed, Clinton A., Conover, Hobart and others. Introduction to business. 1963 ed. Allyn and Bacon. 1963.

Shilt, B. A. and others. Business principles and management. 5th ed. South-Western. 1967.

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Voich, D., Jr. and Wren, D. A. Principles of management - resources and systems. Ronald Press. 1968.

U. S. Office of Education. Supervisory and administrative management occupations. U. S. Department of Health, Education and Welfare. 1969.

Paperbacks

Buckingham, Walter. Automation: its impact on business and people (MY 1061). New American Library. 1961.

Drucker, Peter F. The concept of the corporation (MW 1097). New American Library. 1964.

Flory, Charles D., Ed. Managers for tomorrow (MY 985). New American Library. 1967.

Goldwin, Robert A. and Nelson, Charles A. Toward the liberally educated executive (MQ 986). New American Library. 1960.

Veblen, Thorstein. The theory of business enterprise (MQ 844). New American Library.

Pamphlets and Booklets

Chamber of Commerce of the United States, 1615 H Street, N.W., Washington, D. C. 20006
Publications list.

Committee on Economic Development, 711 Fifth Avenue, New York, NY 10022.
Committee for Economic Development publications.

Conference Board (The), 845 Third Avenue, New York, NY 10022.
Road maps of industry (maps).

Macmillan Company, Front and Brown Streets, Riverside, NJ 08705.
American Management Association bookshelf catalog.

National Association of Manufacturers, 277 Park Avenue, New York, NY 10017.
Wages and prices in an industrial economy.

New York World-Telegram Corporation, 125 Barclay Street, New York, NY 10015.
World Almanac.

State of New York, Department of Commerce, 112 State Street, Albany, NY 12207.
Business fact books.

Periodical Literature

Administrative Management
Geyer-McAllister Publications
212 Fifth Avenue
New York, NY 10010

The Balance Sheet
South-Western Publishing Company
512 North Avenue
New Rochelle, NY 10802

Business Management
Management Magazines, Inc.
22 West Putnam Avenue
Greenwich, Conn. 06830

Business Trends
New York State
Department of Commerce
112 State Street
Albany, NY 12207

Business Week
McGraw-Hill Book Company
330 West 42d Street
New York, NY 10036

Changing Times
The Kiplinger Magazine
1729 H Street, N.W.
Washington, D. C. 20006

Consumer Bulletin
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Superintendent of Documents, Government Printing Office, Washington, D. C. 20402.
PL 62 Commerce business, patents, trademarks, and foreign trade.

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Peter, L. J., and Hull, R. The peter principle. Bantam. 1970.

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AFL-CIO Department of Publications, 815 16th Street, N.W., Washington, D. C. 20006.
Labor looks at automation.
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American Economic Foundation (The), 51 East 42d Street, New York, NY 10017.
The indispensable man.

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Economics of the shorter work week. 28 pp.
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Institute of Labor and Industrial Relations, University of Illinois, 504 East Armory Avenue, Champaign, IL 61820.
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Handbook for employers.
New York State unemployment insurance information for claimants.

New York State, Department of Taxation and Finance, State Campus Albany, NY 12225.
State of New York employer instructions - tables and methods (IT-2100).
New York State and local tax systems.
Local Office of the Department of Taxation and Finance.

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Disability benefits, questions and answers about disability benefits to employees.
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New York State School of Industrial and Labor Relations, Cornell University, Ithaca, NY 14850.
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American Banker's Association, 90 Park Avenue, New York, NY 10016.
List of materials on money and banking for elementary and secondary schools.

Better Business Bureau, Education Division, 723 Chrysler Building, New York, NY
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Budgeting.

Barron's National Business and Financial Weekly, 40 New Street, New York, NY 10004.
10 rules for investors.

Better Business Bureau of Metropolitan New York, 220 Church Street, New York, NY 10013.
Facts you should know about borrowing.
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Commercial Credit Company, 300 St. Paul Place, Baltimore, Maryland 21202.
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The Conference Board, 845 Third Avenue, New York, NY 10022.
Conference board reports.

Credit Union National Association, 1617 Sherman Avenue, Madison, Wisconsin 53701.
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International credit union yearbook.

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Periodical Literature

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Banking, a career for today and tomorrow.

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National Industrial Conference Board
845 Third Avenue
New York, New York 10022

New York State Department of Commerce
Film Library
845 Central Avenue
Albany, New York 12206

New York Stock Exchange
11 Wall Street
New York, New York 10005

The New York Times
Filmstrip on Current Affairs
Times Square
New York, New York 10036

Savings Bank Association, State of New York
60 East 42d Street
New York, New York 10017

Society for Visual Education
1345 Diversey Parkway
Chicago, Illinois 60614

Sterling Movies USA, Inc.
43 West 61st Street
New York, New York 10023

Teaching Aids, Inc.
Box 3527
Long Beach, California 90903

University of Illinois
Visual Aids Service
Champaign, Illinois 61820